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THE CLEVELAND MUSEUM OF ART
Department of Education

Annual Report

- I N D E X
1941

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The Cleveland Museum of Art
January 24, 1941.

To: The Director
From: Thomas Munro, Curator of Education
Subject: Annual report for 1940

Mrs. Ruggles's report to me arrived this morning, and I now forward to you the entire set of detailed educational reports, as Enclosures 1-12. As usual, I have tried to make it easier for you to find the high spots in these reports by underlining them with a blue pencil.

In my own introductory report, I will further emphasize a few of these high spots, and also mention a few points which are not mentioned in the enclosures.

During the past year, the educational staff has made another valiant effort to keep up the quality and quantity of work in the face of budgetary cuts and uncertainties. As pointed out in the reports of Mrs. Dunn and Mrs. Wicks, the principal difficulty has been the unprecedented amount of change of personnel, both among teachers and secretaries. This places a heavy burden on the remaining personnel to organize and train new members of the staff, and takes both time and energy which we might be using for other purposes. It is hoped that we can soon settle down to a more permanent staff, even if on a smaller scale than heretofore.

Another difficulty, which is an old story but is steadily getting no better, is the lack of publicity for educational activities. In part, this may be due to illness and lack of sufficient personnel within the museum publicity department. But I attribute it much more to the attitude of Miss Kelly of the Plain Dealer, who seems to hold our principal channel of publicity completely in her grip. As far as she and the Plain Dealer are concerned, our lectures and classes go on in almost unbroken secrecy and silence. Aside from small, perfunctory announcements of lectures and courses, practically nothing appears. As a rule, the accessions and exhibitions of the Museum are given much better press notice. But, as you know, Miss Kelly took it upon herself to decide that one of our most important exhibitions, the Picasso show, was not worth more than a few disparaging remarks. Other institutions in the city receive fairly good publicity in their lectures. Even an art lecture, given this week by the University, received a long write-up, whereas ours go unnoticed. Is it not possible to improve this situation through some pressure from above?

Mrs. Dunn also mentions the need of publicity for our Saturday morning classes, members' courses, and summer classes. She hopes to achieve something by means of posters on Museum bulletin boards, but outside publicity would help a great deal. This has a direct bearing on membership.

I think we have all felt that quality of personnel at work in the department this year was very high. There have been several excellent young people acting as assistants, during or after their graduate studies, and we wish more of them might be retained.

Motion pictures seem to be steadily rising in importance in our programs. With the aid of the fine projection equipment secured through the help of Mrs. Baldwin, we are for the first time able to make successful use of 16 mm. sound films. There is no difficulty in securing good attendance for film programs, and they form a valuable adjunct to children's work in classes and entertainments. (Incidentally, we receive Plain Dealer publicity for films through a source other than Miss Kelly—that is, through Ward Marsh.) Mr. Fox is building up a discriminating group of adult students of the film through his courses for members. If we have to cut down our lecture programs still further, movies can help fill the gap.

The Cleveland school work continues to develop and improve along many lines under Miss Horton's capable management. Progress has been made in working with teachers and with major work classes. Somewhat less of Miss Horton's time has had to be spent on radio. Messrs. Jeffrey and Chamberlin still have to do a good deal of work on radio and are not in the building as much as I would like to have them. Miss Horton feels that the ratio of time worked out with Mr. Howell is being fairly well followed, and that the Museum is receiving its third of the time in the building. However a great deal of the school work done in the building was lumped in a rather excessive crowding of the Masterpieces exhibit in February and March. Miss Horton feels that better scheduling can avoid such crowding in the future.

The work with suburban schools is in great demand, and the only problem is that of dividing up the time of the teachers and exhibits available. Our policy here is shifting away from extended courses in a few schools to briefer contacts with many schools, teachers, and departments. There is a keen demand for both types of service, but at present we feel it more important to maintain a wide variety of contacts than to concentrate.

The division of Circulating Exhibits grows steadily, and there seems to be no end to the demand for it. Here an excellent concentrated job is being done by Mrs. Wellman in Shaker. After this experimental project is over, Mrs. Ruggles will be able to carry on her regular exhibit work with less distraction.

An important development in our secondary collections is being made in the set of theater models, which are being constructed by Professor Nagy of Yale University and his students. We do not know as yet how easily these can be loaned to outside institutions, but we do expect to make extensive use of them in the Museum, in cooperation with the Play House and the Drama Department of Western Reserve University. By this means, Mrs. Dunn's dream of a gallery of theater arts is being brought a little nearer to reality.

Mrs. Munger's works with clubs and adult groups showed a big upturn at the time of the Masterpieces of Art exhibition. Certainly, special exhibitions (perhaps not necessarily as expensive as this one) do have great drawing power for casual groups and the general public, as well as for school classes.

In the Saturday morning work, the year has been one of progress in details of organization, largely through the comprehensive syllabus which is being finished. This syllabus will be forwarded to the Carnegie Corporation as a report on work done under its three-year grant for experimental work in comparative arts for children. There has been less interruption and more time for

continuous work in the Saturday classes this year. We are not entirely sure how the musical part of the program will be dealt with in the future. This is a problem of personnel rather than of what ought to be done, and the decisions will be determined mainly by next fall's budget.

The General Education Board grant No. 1, for research in children's art abilities, is gradually tapering off. Dr. Barnhart left at the end of the summer to take a position in the psychology department at Reed College at Portland, Oregon. Mrs. Sills also terminated her work as assistant in research. Only Mrs. Lark-Horovitz remains through the winter of 1940-41. She is working with me on a comprehensive report of the whole research. It was supposed to be finished by December 31, when the grant expired, but we decided to have her continue working on it throughout the year. This was done through dividing her time throughout the fall and winter between the psychological research and the Carnegie Translation project. Her report is to be finished by June, 1941. To prepare for it, she has had to complete several small experiments which were too important to be left unfinished. The report on the research, which will be a joint product of Mrs. Lark-Horovitz and myself, will probably be printed as an issue of the Psychological Monographs.

General Education Board grant No. 2 has been discussed in Mrs. Wellman's thorough report on the Shaker Heights exhibition project. I may add that further conferences have been held with representatives of other museums working on parallel projects, and that data are being collected for a final report on this project.

An interesting special grant was made to us in the spring by the Carnegie Corporation for translations in aesthetics and the psychology of art. Work on this was begun in the early summer before Mrs. Lark-Horovitz left on her vacation. Dr. Barnhart devoted most of his time to it during the summer. We were fortunate in securing the services of Dr. Leopold Levis of Cleveland to continue on the translation project throughout the summer, fall, and winter. He will continue until the expiration of the grant in June, 1941. Mr. MacAgy and Miss Ongert also gave valuable assistance; the former through indexing, and the latter through secretarial work. The first product of the translation project was the Tables of Contents of the complete file of the Zeitschrift für Aesthetik, with index and tabulation of subjects. This was mimeographed and distributed to various teachers and institutions. Dr. Levis is now at work on the second of two German books on the psychology of art. Through the aid of the Junior League, some French and Italian books on children's drawings are also being translated.

At my request, Mr. Keppel of the Carnegie Corporation also held a conference in New York in December, to discuss possible ways of stimulating research, original writing, and publication in aesthetics and related fields. About a dozen prominent writers and teachers in these fields were invited, and took part in a two-day discussion, which was stenotyped and will be published. I hope to follow up this conference with another on the Pacific coast this coming spring.

Much of my own spare time during the past three years has been devoted to the preparation of the book on Art in American Life and Education, which is to be issued next month. It is being prepared under a grant from the Carnegie Corporation to the National Society for the Study of Education, and will be

issued as the fortieth yearbook of that society, which comprises a membership of several thousand educators and school administrators. The book is being written by a committee of 12 persons under my chairmanship, with the aid of over 50 other writers. It will compromise 819 pages of text, and will be used as a textbook in college and teacher-training classes. It is to be published in time for the annual meeting of the Society in Atlantic City on February 22nd and 24th.

Art instruction in Western Reserve University has remained in status quo during the past year as far as the size of the offering is concerned, because of the university's financial difficulties. A step ahead has just been taken with the appointment of Mr. Lee, as instructor in Adelbert College, but that belongs in next year's report. Other members of the Museum educational staff besides myself who have been giving instruction in Western Reserve University are as follows: Mrs. Fairbanks, Miss Horton, Mr. Fox, Mrs. Van Loozen. Mr. Fox gave a course on Modern Painting at Adelbert College last spring. It aroused much interest, although scheduled late in the year, and he was invited to repeat it for this coming spring. Progress is thus being made in developing an interest in art at Adelbert College.

For some years past, Mrs. Robert Hornung of Cleveland Heights has been a valuable friend of the Museum's educational work. She has taken many courses of mine and Mr. Fox's, at the University and at the Museum, and has given much time to volunteer teaching and other assistance. She has talked with me several times during the last year about the possibility of organizing a group of the younger women in the community to serve as a sort of Junior Council. By permission of the director and trustees, she has been empowered to organize such a group, and has already held a first meeting of her organizing committee. This group will work in close relation to the Junior League. I believe that this project deserves much encouragement, and promises considerable help in the way of developing a pleasant friendly atmosphere at our receptions. Several of the members are also willing to do more intensive volunteer work if suitable duties can be found for them. The indirect results of such an undertaking may be far more valuable than any specific jobs which may be done in the Museum. Such a group may succeed in spreading an interest in the Museum among a wider group of important potential friends and patrons.

One innovation of a year ago, which has proved to be very valuable, has been the plan of giving talks to the educational staff on each special exhibition at the time of its opening. Members of other departments as well as education have been invited to give and to hear these talks. As a rule, there have been two talks on each show, one for the Saturday morning teachers and the other for persons unable to come on Saturday. These have helped the teachers to interpret exhibits to their own students.

Some members of Mrs. Hornung's committee have suggested that they would like to have such talks arranged for them. I think it might be worth while

doing so, and perhaps having some refreshments served. Even the spiritual appeal of art can sometimes be enhanced by food and drink.

Respectfully submitted.

Thomas Munro
Curator of Education.

Enclosures:

1. Report of Louise M. Dunn, Associate Curator of Education.
2. Report of Ann V. Horton, Division of Cleveland Public Schools.
3. Report of Katharine G. Wicks, Division of Suburban Schools.
4. Report of Division of Circulating Exhibits.
 - a. Report of Ruth F. Baggles, Supervisor.
 - b. Report of Lois G. Wellman, Assistant Supervisor.
 - c. Report on work with Shaker Heights Secondary Schools.
 - d. List of Visual Material Available for Secondary Schools.
5. Report of Marguerite Munger on work with clubs.
6. Report of Milton S. Fox, Supervisor of Motion Picture activities.
7. Report of Katharine G. Wicks, Supervisor of Saturday Morning Visual Arts Classes.
8. Dorothea M. Poig, Supervisor of Saturday Morning Musical Arts Classes.
9. Publications.
10. Talks outside the Museum.
11. Attendance Report.
- 12.. List of Personnel

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December 31, 1941.

I.

To: The Director
From: The Curator of Education.
Subject: Annual Report, 1941.

As in previous years, I have underlined what seem to be the most essential points in the enclosed reports, from various branches of the department. My introductory report will summarize a few of these points, and add some additional comments.

The Museum's educational work has been engaged for several months in what the newspapers call a "valiant rear-guard action" against adverse war conditions. Actual war for the United States did not come until the last month of the year. But the realization of its imminence had a somewhat anxious and confusing effect upon all cultural institutions. No doubt our difficulties in this respect will continue and perhaps increase for the duration. Our problem now is one of adapting the work to war conditions, and of carrying on as well as possible our task of helping to sustain public morale.

In relation to the war, it is worth noting that Mr. Fox wrote an excellent article about a year ago on the possible uses of artists in war time. He sent this to various periodicals, but was unable to get it published. Now, as you know, it is receiving considerable attention, and some of his recommendations may be put into action.

During the year, the accelerating defense program has had conflicting effects on our work. Many people have had more money than in recent years, but that does not always mean an increase in Museum attendance. Some of our best attendance has been in years of extreme depression, when people could not afford more expensive means of education and entertainment. Some have doubtless felt that they should spend their temporarily increased earnings on tangible goods or savings, and all have been anxious about future taxation. Such factors may continue to operate against our work for members and their children.

The need for free services to schools, colleges, Saturday morning children, and the general public, will be increasing at the same time, but it is doubtful whether we can answer this need with an amount of service equal to that of previous years. Our declining educational budget means less money for instruction, especially for full-time, thoroughly trained and experienced instructors. There will be less money for sending out notices of events and courses. School visits to the Museum may become more difficult and fewer. (There is already talk of keeping children in school buildings for reasons of safety.)

Conflicting influences are also evident in regard to positions for teachers in art. The normal trend has certainly been toward increased demand for Museum instructors throughout the country, and toward better salaries for them. This was exemplified in the good positions secured during the year by Mr. Lee, Mr. MacAgg, and Miss Smart (now Mrs. MacAgg). It often seems difficult to get first rate teachers for our work, and to hold them when we get them. At the same time, the drop in high school and college enrollment results in a decline in positions open to art teachers. This may reduce the demand for university instruction by teachers and prospective teachers. So far, the art department at Western Reserve has stood up comparatively well in its enrollment. Since the majority of teachers and older students are women, perhaps the drop will not be as great as we now anticipate. In any case, we are trying to keep as much of the machinery in operation as possible, with the teaching staff available.

At a recent meeting of representatives of the Cleveland settlement houses, a large drop in recent attendance among adults and older boys and girls was reported. This was traced in large part to fatigue, as a result of harder work and longer hours. Perhaps this applies to many of our general public also. In that case, we might consider, along with a few of the basic, scholarly courses and lectures for advanced students, more in the way of popular events on the entertainment side. These can be of good quality

and yet require little or no systematic concentration or study on the part of the audience. Film programs, short gallery talks, concerts, marionettes, and other dramatic presentations would be emphasized for the present, and short courses on simple aspects of art appreciation. Our program would thus take on more value for rest and recreation. Our members' courses in which people use their hands already serve this purpose, and most of the other courses for the spring term have been planned with this situation in mind. Moving picture shows and organ recitals will be especially valuable.

Two phases of the work in which there never seems to be any slackening of demand are both concerned with taking the Museum out to the public. One is Mrs. Ruggles's lending collection, and the other is the giving of talks by our teachers in schools. Of course, we never cease trying to increase museum visits as well; but these may be harder during the war for both children and adults, for transportation reasons. We can meanwhile keep up our contacts with a wide public, and our total statistics, by active extramural services. Unfortunately, Mrs. Ruggles's staff will be cut down by Mrs. Wellman's leaving, at the very time when it should be increased.

Visits of school children and adults to the Museum seem to be grouped increasingly at the time of special exhibitions. The Cleveland public ^{school} art show, the Disney, and Theatre Model show this fall aroused great interest, and the educational staff carried peak loads of gallery visits during them. Miss Horton and Mr. Jeffery carried unusually heavy schedules. This necessitates some let-down afterward, because outside teachers cannot schedule other visits immediately, but it gives the staff a needed rest. Temporary exhibits are always likely to overshadow the permanent ones because of their novelty and the need of seeing them promptly if at all. We are having to fit in to some extent with this trend toward emphasizing special exhibits. But we also try to see that the permanent collections are not neglected. Schedules of the Saturday morning classes for members' children were revised this year with this in mind.

Interpreting the special exhibits requires additional part-time teachers, and money for this has been forthcoming. It also puts responsibility on those in charge of the department to see that the temporary, special teachers are properly prepared. Even for the regular staff, new exhibits need special preparation. This we are trying to provide by scheduling staff meetings at the start of every show: one Saturday noon, and one Monday at eleven. Every teacher is expected to come to one or the other. Qualified speakers, staff members or outsiders (e.g., Messrs. Kennell, Howell, Foster) explain the exhibits, and notes are sometimes mimeographed.

For the weeks in which no new show is opening, we have started the practice of having regular staff meetings anyway. The Saturday group has its own problems, and on Mondays all of the staff who can come listen to a talk on selected objects in the permanent collection. Bulletin articles on these objects are read aloud, and questions asked after the talk. Notes are taken, typed, and revised by the speaker, then added to our Educational Index File.

This file deserves a separate word. All members of the staff were asked during the summer to criticize a proposed blank index card, and the final form was printed. (See enclosure). Miss Ongert, with the help of some assistants, secured two complete series of the Bulletin, clipped them up and pasted the articles on separate cards. Our aim is to have a complete information file on all permanent accessions, for the use of teachers. Mrs. Manger has now taken charge of it.

The Junior Council now seems to be a definite part of the Museum structure, and a valuable one. It has many contacts with the educational staff, which has given several talks at Council meetings. We have also given, in cooperation with the Council, an Acquaintanceship Course on various branches of the Museum work, under the leadership of Mrs. Phoebe Flory Walker. Council members gave great help in publicizing this and the Theatre

Arts course. We decided, as a matter of policy, not to ask them to do much volunteer work, and never (if possible) any volunteer teaching. The teaching is to be kept on a professional basis. Several Council members, however, have studied extensively and become regular teachers. Mrs. Hornung has done excellent work in organizing and managing the Council, and it will no doubt bring good results in our future relations with members and the public.

To save money, two important cuts were made this year: the music classes on Saturday mornings, and the Lecture Leaflet. Miss Doig was herself retained to give a course on music appreciation for adult members, and to advise the visual art teachers on using their own musical examples in children's classes. The function of the Lecture Leaflet seems to be well carried out by special Bulletin issues, from which the Program of Events is reprinted and distributed separately.

Great credit should be given to Mrs. Dunn, Mrs. Riggles, and others who helped work out the exhibit of the Department's work for the Boston Museum. It was shown in our own Educational Corridor, and will probably travel elsewhere.

It has been a source of strength to all of us to have Mrs. Dunn well and strong again. Her skill in managing the Department's budget has made each penny go as far as possible. Her fine planning of the Theatre Arts course with Dr. Kennell has been a big contribution to our adult courses.

Mrs. Vicks has carried on two difficult jobs with distinction--supervising both the Saturday morning classes and the work with suburban, private and parochial schools. She has again been seriously handicapped by staff changes and part-time assistance, but has kept the wheels turning remarkably well under the circumstances. The parochial schools have shown a little more interest this fall, which may lead somewhere.

Mrs. Ballis, as a newcomer this fall in place of Mr. Chamberlain, will be in charge of work with Cleveland Junior High Schools. She began in the

midst of the school art show excitement, and has become a welcome member of the staff.

Mrs. Van Loosen, in addition to being Mrs. Wicks's chief helper with suburban schools, has been steadily developing her work with groups interested in textiles, needlecraft, and interior decoration.

Mr. Fox is making a name for himself and the Museum in educational motion picture circles, in Cleveland and elsewhere.

Mrs. Brown has been extremely valuable to the department, as always. This summer she had to take charge of the secretarial work when Miss Rogers left, and has quickly mastered the details. She too has been hampered by changing and part-time assistance. Miss Ongert's work for me has been excellent, and would receive even higher commendation if she did not have to type this out herself. Mrs. Wicks and Mrs. Brown also speak very favorably of the work Miss Harding, Miss Brooks, and Mrs. Kettler are doing for them.

Conclusion of the foundation grants has simplified both work and budgets somewhat. The Carnegie translations were ably finished by Dr. Lewis and Mrs. Lark-Morovitz. (See list of publications.) Dr. Lewis also taught a Summer Session course in the Museum very successfully during the summer.

All is finished in the General Education Board's research on children's art ability, except for Mrs. Lark-Morovitz's final report. She has sent me an almost completed rough draft, and it is now about ready for publication.

In the G.E.B. project for circulating exhibits to secondary schools, we are on the final year's work, which ends in June of 1942. Mrs. Wellman has ably managed the intensive program with Sumner and John Adams High Schools. She has shown how effective our loan exhibits can be when the active cooperation of school authorities, teachers and students is secured. Representatives of the five museums working on this project met again in Chicago in October, with Miss Rhind of the General Education Board. They organized themselves as the "Committee for Cooperation between Art Museums and Secondary Schools", naming me as chairman. Subsequently, I was able to

secure a supplementary grant for publication of a joint report. Mrs. Wellman is preparing our own contribution to it.

I have been more active at the University this fall, since being appointed to the faculty of Adelbert College. I have tried to lay good foundations for working with the several new deans, especially Simon, White, Hently, Dolan, and Hunsaker.

In addition to regular Museum and University duties, the past year included final presentation of the Art Yearbook at a convention in Atlantic City last February; also conferences on aesthetics in California during the spring, under auspices of the Carnegie Corporation. The general attempt to develop research in aesthetics has included cooperation with Dr. Humes and his group in New York on the Journal of Aesthetics, the Dictionary of Philosophy, and the Dictionary of the Arts.

Respectfully submitted,

Thomas Munro
Curator of Education.

Enclosure: Index card

December 29, 1941.

ANNUAL REPORT

To: Curator of Education

From: Louise M. Dunn, Associate Curator of Education

STATISTICS

Final figures not yet available. November figures will probably be finished by Monday, December 29, December figures probably available a week from Monday. Mrs. Ketler will be working on these figures at home and we hope will have the statistical report ready between the 10th and 15th of January. It is impossible to forecast comparison with 1940 as yet. (Since special exhibitions attendance has gradually become so important in the annual total for the Department, would it not be worthwhile to also list it under a separate heading in order to get a clearer view of routine teaching versus that required for special exhibitions.)

Total Museum attendance now slightly above 1940.

BUDGET

We have managed to keep within our total 1941 budget. The Motion Picture Fund is in ^{black} red. Letters were not sent this year to former donors of larger amounts, since in the judgment of the Director this would have been unwise at this time. Educational Labor Account also ran above our estimate due to rising costs of labor and many special requirements of the Educational Department for the Superintendent's Departments services. We over-spent the Holden Fund income by one lecture (Branson de Cou). This amount must be returned to the fund in 1942. This we shall do by setting aside the necessary amounts for Outdoor Sketch Classes, for flowers and containers for Mrs. Fairbanks' new class on Flower Arrangement, and more careful budgeting of the amount for Friday evening lectures, Sunday afternoon talks that are definitely Holden and the labor charges under each of these. This means more careful watching than ever of the way in which we shall spend the income allotted

to us, approximately \$1060.00 for 1942.

The Gilpin Fund is at last out of the red. We are now saving in order to meet the expenses for a new year at the Cleveland School of Art of the next talented Negro that seems of outstanding ability and character in the judgment of the Gilpins and the Educational staff.

The Dunn Fund - Miss Sykora has sent us a check for fifty dollars in 1941 to add to our small balance of approximately thirty dollars, from her other generous gifts. This has provided carfare, clothing and supplies for needy white children. We take these items for colored children from the Gilpin Fund. We have made a small temporary loan to a member of the Educational staff from this fund which is quite enough to carry through 1942.

General Education Board Grants #1 and #2

The budget sheets for G. E. B. Grants # 1 and # 2 will be brought up to date January 1, 1942, and brought to your attention. G. E. B. Grant #2 should probably be rebudgeted for its last six months now that the matter of publication has been definitely decided.

Budget, 1942

The budget for 1942 has been prepared, submitted, recommended by the Director and approved by the Finance Committee December 24. The five increases in salary were reported to those receiving them on Christmas eve.

Mrs. Brown has assisted in making this budget, typed the several copies and already feels fairly familiar with the way in which it must be set up. She now understands fairly well our financial relations to other museum departments, grants and institutions, as well as the way in which the figures for the various items on our own list are estimated.

Each year the approval for the final budget seems to come later and later (in January, 1941). For this reason, we have learned that plans for all Friday evening lectures, Sunday afternoon auditorium talks, children's entertainments and courses for Part II, should not be made until late December after there is a very reasonable hope of receiving the submitted budget. The 1942 budget has been simplified in form which should make the 1943 budget easier to estimate.

Supplies and Apparatus

Since supplies and apparatus are both important items under the budget in our educational program, we should mention the fact that rising prices and diminishing supplies will require not only careful watching, but a new program of economy on the part of every staff member. Mrs. Van Loosen will set up this program with Saturday morning teachers at the first meeting in the new year. The care of equipment and office supplies will be Mrs. Brown's responsibility. Mrs. Wicks will consider teachers' transportation and mileage in relation to this plan. I shall continue to care for all purchases and be responsible for future supplies. Mr. Milliken has already permitted us to buy six month's paper supply for 1942. Mrs. Ketler assists Mrs. Brown during her one day a week in recording all bills to pay in addition to making out monthly statistical reports, typing monthly payrolls and is of invaluable assistance in many ways.

Secretarial Arrangements

Through the first half of 1941 Miss Rogers carried the responsibility for the Educational office, Musical Arts Activities, lectures, courses, set-ups, financial arrangements, including Grants #1 and 2, scheduling of clubs, groups, conventions and so on.

With Miss Rogers' resignation effective July 1, new arrangements for a reorganization of this activity of the department were undertaken by Mrs. Brown. It has not been possible to do this completely within the half year. However, plans have been made to gradually change many things which we believe will be in the interest of efficiency. It will require at least six to nine months to carry out these plans.

At the present time, Miss Harding is on half-time secretarial work and is responsible for most of the school scheduling which she seems to be doing very efficiently.

Miss Hunter has been here for mornings only (up to 11:15) so it has not been possible to give her very much responsibility during this limited time.

Miss Brooks is in the Educational Office with Mrs. Brown and has charge of set-ups, information calls, and assists with the many routine duties of that office.

Mrs. Ketler, as we have mentioned above, is here one day a week and is an invaluable member of the secretarial staff devoting most of her time to the department's statistical reports.

Miss Bassett has been helping out one day a week when we have needed her, the major portion of her time being assigned to Miss Ongert for typing manuscripts for the Grant and assisting on the art index.

Lectures and Courses

Lecture Leaflet - Possibly some mention should be made here of the giving up of the old form of lecture leaflet which had been used for 18 years. This was done as an economy measure for the benefit of Membership and Publicity Departments. The burden of arranging all of the many details of this new form fell upon Mrs. Brown as one of her first new duties. So far as we have been able to learn, the new form has met our Educational needs and satisfied the public.

Lectures and Gallery Talks - We made our "splurge" in Friday evening lectures and Sunday afternoon lectures and gallery talks in Part I, 1941, leaving very little in the budget for these activities in the fall of 1941. This experience should be valuable in arranging our 1942 program.

Special Exhibitions

The May Show each year seems to demand a little more of the time and energy of the teaching and secretarial staff. There are more groups of adults and children to be conducted and more scheduling details which demand constant attention. Fortunately, Mr. Milliken has been willing to underwrite some of the additional expense for extra teachers rather than have us turn away groups and classes. (This year this additional expense was approximately \$250.00).

The Cleveland Public School Exhibit - This fine exhibit (the first on this scale) was a challenge to the entire teaching and secretarial staff that was splendidly met. Fortunately, it came just after summer vacations when the weather was fine and the checking problem simple. While Miss Horton and her assistants probably bore the heavier load, Mrs. Wicks and Mrs. Brown assisted valiantly. Plans are now being made for a similar exhibit of the work of Suburban and Parochial schools in September, 1942, which will present many more difficult problems for the Educational staff and require additional secretarial assistance.

Disney Exhibit - Since an important part of this exhibition has been the film and musical program, the Director has also underwritten the extra expenses for teachers, labor and so on, so that hundreds of young people might more thoroughly enjoy this colorful exhibit.

The Theatre Exhibition - The Director has also made it possible for us to engage Dr. Kernodle and John Bonn to give special talks on the Theatre models and to conduct visiting groups and for Dr. Kernodle's talks to the staff and to high schools. The educational staff prepared a twenty page booklet which includes foreward and bibliography to be used in connection with this exhibit which has now paid for itself, and given us thirty dollars toward the expense of the new information file.

The Boston Exhibit - One exhibition went out from the Educational Department of the Museum, our first and only ambitious one. It was sent at the request of the Extension Division of the Museum of Fine Arts in Boston, to be a part of their special exhibit of the Educational work of American Museums work with schools. We had little time and less money for this undertaking. With the assistance of the Director, the Library, Publicity and Sales Department, Photographic and Print Departments, Superintendent's Department and heroic efforts on the part of the entire educational staff, especially Mrs. Ruggles, Joseph Alvarez, and Mrs. Wallman we managed to get together twenty-one panels and twelve portfolios of photographs and drawings and these seem to have met the Boston Museum's request satisfactorily. They arrived on time and were exhibited for approximately three months. Three of the panels showed phases of the Educational work done under Grant #2 which was requested, other panels that of our Library, Publicity and Sales Departments. These panels were exhibited in the Educational Corridor during the NEOTA and through October at the request of the Membership Department.

Courses

These fall into two groups; the year to year courses of Music and Art Appreciation and the new courses which this year include Miss Doig's Saturday morning class, a music appreciation course for parents, Mrs. Van Looken's course

in Needlecraft, offered at the request of the Needlecraft Guild, Mr. Chamberlin's Saturday afternoon indoor and outdoor sketch class, offered at the request of young business women who wished to have a Saturday afternoon class similar to that given for children in the Fine Arts Garden.

The Theatre Arts Course is not a new course, but takes the place of the Modelling Course that had been offered for five years, and had dropped in its average yearly attendance for the past two years. This course called The Theatre Today, Its Relation to Those of Other Times and Countries, has been set up to take advantage of the November-December exhibition of Theatre Models. Dr. Kernodle and guest speakers conduct the course which deals with various phases of theatre of the past and present. This course aims to be an "acquaintanceship course" and it is our hope to develop it from year to year and to be able to offer it in the fall of 1942 for credit. The Junior Council has given fine assistance, sending out seven hundred special theatre course announcements and securing valuable mailing lists and making a card catalog. All this should be valuable when we undertake the new course in 1942. The theatre model booklet of which 160 copies have already been sold shows something of the popular interest in this field. Considering the theatre models, the first and second series of theatre material in the museum collections and the number of people connected in some way with the theatre in Greater Cleveland either professionally or as amateurs, this course should become one of real value. In connection with the theatre activities of the Educational Department, we should also mention the fact that the Christmas play this year is really a part of the theatre arts course. Dr. Kernodle has arranged three English (in Coventry) Christmas plays for his students at Cleveland College and brings them to us for two performances. For the first time the Christmas Play becomes a part of the new Christmas celebration initiated by the Junior Council. It is our hope that cooperation with both Cleveland College and Junior Council can be continued into 1942.

Relations with Other Departments

We should mention in our Annual Report our appreciation of the stimulating cooperation of the Publicity Department and of the work Miss Kirkwood and Mrs. Cole. This is a real advantage to us. We should also like to mention the high quality of the work done for us in the Photographic Department and the Printing Department and the spirit in which they have assisted, often without previous notice, in many services for us.

Specials

We understand that the new name for these classes is "Classes in Art Appreciation for young people of Special Ability." Probably some mention should be made in the 1941 report of the new program for this group which has been arranged to include a wider use of the Museum's permanent collections, and improved method of selecting and testing of those who become members of the class and of those that are to go from these classes to the Cleveland School of Art's Saturday Morning Classes. Efforts are being made to stimulate their reading of books on art subjects, to make them more discriminating in the movies and plays that they see, and to follow more closely their outside interests. A special table has been assigned for them in the Museum Library. We are glad that we now have younger as well as older specials. We shall continue to add records of the work of these ^{young} people, interview them, assist in planning their work and follow them with interest after they leave us.

Outdoor Classes

These classes now in their ninth year move along without much "sound and fury". We have been fortunate in keeping our competent staff with few changes from year to year and I am certain the work improves constantly. It is planned long in advance, even the publicity and photographs are now ready for the summer of 1943, as well as the equipment and supplies. The staff is engaged. We continue to keep our

records of this group. The teaching staff and the two hundred or more children enrolled seem thoroughly to enjoy this unique activity of our educational program, which seems so well established that it should continue indefinitely. We work more and more closely with the Cleveland Garden Center and aim to have each child in these classes know how to use it. We furnish the Garden Center with an annual exhibit to show the various forms of our appreciation. (I understand that Mrs. Wicks is including this year Mrs. Van Loosen's summer report in her report to you).

MOTION PICTURES

Mr. Fox's report will no doubt include some mention of his cooperation with the Educational staff members in selecting and arranging films for our various educational programs in addition to the special fall movie series. This is a service well worth mentioning since movies continue to play a more and more important part in each special program, lectures, courses, and Saturday afternoon programs for young people.

SUMMARY

I. Ida Lee Rogers leaves after 17 years of faithful, competent service. Margaret Brown takes over and begins a much needed reorganization.

II. Educational Department takes over all musical activities for children and adults except Mr. Quimby's appreciation courses for members and activities of musical arts department.

III. Educational Department omits lecture leaflet and uses reprint from special edition number of C.E.A. Bulletin for sake of economy.

IV. Reorganized work of specials.

V. Offer three new courses - Music Appreciation for Adults; Needlecraft; Outdoor and Indoor Sketch Club for Adults.

VI. Important educational acquisition of theatre models.

VII. Begin important information file (Art Index).

VIII. Initiate Monday morning staff meetings.

IX. Junior Council Assistance.

X. Cleveland Public School Exhibit.

XI. Boston Exhibit - first traveling exhibition of Educational Department.

Respectfully submitted,

Louise M. Dunn, Associate Curator,
Department of Education.

return to B. file.

The Cleveland Museum of Art
December 5, 1941

3A

To: Curator of Education

From: ^{Mrs. Wicks,} Supervisor of Museum Instruction, Suburban, Private and Parochial Schools

Subject: Annual Report, 1941.

(Mrs. Wicks)

STAFF ORGANIZATION
AND CHANGES

The staff has again gone through various changes. We are still working toward a situation in which there are fewer part time assistants. As yet this has not been accomplished, nor does the goal appear to be immediately in sight. In March, Miss Jermaine Smart who had been on full time was married and left for San Francisco. Her place was taken by various staff members with outside help from Mrs. Bates and Mrs. Dorflinger. In the fall after having been released from work on the General Education Board Grant, Miss Harding came into the Department doing half-time secretarial work, half-time teaching. Her secretarial work has been largely in the direction of work with schools, but even this she has not been able to see through completely because of a divided schedule. She has taught only classes coming to the building; her subject range has been somewhat limited because of inadequate time for preparation. But what work she has done has been excellent in both divisions of the Department.

Mrs. Van Loozen has worked chiefly outside the building on the Secondary School teaching. Mrs. Bates has carried two high school courses and given some assistance with classes in the building. In addition to her school program this fall, Mrs. Van Loozen has taken on monthly lectures to the Needlecraft Guild and last spring, a course for teachers on the Use of Museum Material in Teaching. Mrs. Rita Eyerdam Myers has been invaluable in carrying on the very popular demonstrations, largely in pottery techniques, which were started by Mr. Segner; she has also helped with classes in the building. Mrs. Dorflinger has taken classes from

Cleveland Heights in the building and has given two outside talks to Secondary schools most successfully. Mrs. Wicks has chiefly filled in around the edges, working mostly with elementary groups, taking assembly talks in the elementary schools on the Heights, and enough secondary work so that she has not completely lost touch. Her teaching has not been in any sense constructive. A part time program of the kind indicated calls for a great deal of detail work which has to be "edged in". At times it is difficult to tell whether these small duties, important only when not done, interrupt the teaching or the teaching interrupts them.

The work of the secretarial staff has suffered from the same kind of half-time schedule. This again has repercussions on the teaching program. The ease and efficiency with which the school scheduling is done by that office is just as important as the actual teaching. Too much cannot be said for the valiant service that Mrs. Brown and her staff have given since Mrs. Brown took over in June and during the period of readjustment last spring. But this work has been done under conditions so difficult that the strain has been out of proportion to the actual needs of the situation had it been handled by full time assistants.

SECONDARY SCHOOL PROGRAM

In the High School in Cleveland Heights, three new courses were begun in the Spring: one in connection with Mrs. McCabe's Ancient History classes, one in connection with her Medieval, the third was for Miss Bulkley's and Miss Wiswalls's art classes. This latter was a two period course on Modern Painting, the first period being given over to talks with slides, the second to an actual problem in drawing which would serve to clinch the subject of the talk. These courses were begun by Miss Smart and, after her departure, finished by Mr. Lee. This fall the courses for Mrs. McCabe have been very

successfully presented by Mrs. Bates. Mrs. Van Loozen is giving that for Miss Bulkley and Miss Wiswall. The subject is Primitive Art of the Americas. Sketching is done after each lesson from design plates. The designs are then applied to a craft object. This makes a much closer tie up between lecture and activity than was possible in the subject chosen last spring for these classes. An examination is to be given at the end of the course. In addition talks have been fitted into Miss Bulkley's Art History course; and throughout the school in English, language and History classes, talks have been given which keep the staff in touch with various departments.

During the year Gallery and Auditorium talks on special exhibitions have been planned for students of High School age. The staff have gone into the Euclid, Garfield Heights and other schools and could do much more if time allowed. In November, Dr. Elwell called a meeting at the Museum of the teachers in Secondary Schools in the Parochial School System. Mr. Milliken and Dr. Munro spoke in the lecture hall and Mr. Ruggles arranged a very charming exhibit on the stage of her lending material. As a result, a number of classes from the Catholic schools have visited the Galleries; and Sister Mary Theobald, Art Supervisor, has made an appointment with Mrs. Wicks to talk over possibilities of closer cooperation. It seems evident that the only way in which this can ever be accomplished would be to have a teacher from that system stationed in the Museum.

The work with Junior High Schools on the Heights has progressed along the usual lines. It is encouraging to note that teachers are still asking for series of talks as well as for single lectures. In the Spring Mrs. Van Loozen gave courses at Roosevelt and Roxboro Junior High Schools. This fall the following program has been set up in addition to a wide variety of talks in various departments: At

Monticello Jr. High for Miss Schott, a series of talks on a number of phases of Design, one talk for each art class; at Roosevelt Jr. High for Mrs. Hasbrouck's Major Art Class, eight talks on Early American Art with emphasis on glass and china; at Roxboro Jr. High for Miss Cathcart, seven talks for the Major Art Class pertaining to art and design in every day life. These latter talks alternate with Ohio State Films.

ELEMENTARY SCHOOL PROGRAM

The elementary school program has as its back-bone the two bus loads of youngsters coming from Cleveland Heights every school day. Mrs. Wike has brought classes from Shaker on Fridays; and from Euclid, East Cleveland, Garfield Heights and other suburbs have come as many classes as the staff could meet. Since the time of the Great Masterpieces, a continuing stream of out of town groups of all age levels continue to visit the Museum. Assembly talks and demonstrations are given to the elementary schools on the Heights with unabated regularity. Mrs. Myer's Pottery Demonstrations are especially popular.

The spring saw the conclusion of the Art Appreciation Extension program carried on by a Museum Instructor in the Heights elementary schools. All eight buildings had had this service. With a limited and changing staff it seemed better to concentrate on classes within the building. Also Miss Scranton, Art Supervisor on the Heights, and those Museum teachers most closely associated with this phase of the teaching were interested to know whether, if slide material were selected in accordance with teachers requests and sent by the Board of Education truck to the buildings, that material would actually be used. This is being tried. The strongest schools, that is those that have shown the most art interest, are making constant use of the material, but repeatedly express the desire for a Museum instructor; other schools are beginning to show less interest. These results

seem to fall in line with what Mrs. Wellman has discovered in her work at Shaker Heights High School. To be successful an extension program demands a Museum instructor. It seems obvious that even in such a school as Oxford the mere sending of material would not be successful for any great length of time.

EXHIBITIONS

The Silver Jubilee Exhibition was not used to any great extent by school classes because it came so late in the year, but the Saturday and Summer Drawing, Classes did a great deal with it and a charming book of drawings was made up from this exhibition for the Director. The fall saw an unusually large number of exhibitions of interest to schools. The first was that of the work of The Cleveland Public Schools. While classes from Suburban schools did not come to this in unusually large numbers, owing chiefly to the fact that the galleries were filled with students from the Public Schools, still all who saw the exhibition showed great interest. Plans are now under way for a fall exhibition of the work of Suburban and Parochial Schools.

The Housing Exhibition was of special interest to children on the secondary age level. The Theatre Models have also appealed particularly to this group though children from the elementary grades have also responded to it. The Walt Disney Exhibit and the film which was shown twice daily in November and almost that often in December up to the closing of schools, brought in classes of all ages. One auditorium group of three hundred began -- in age level -- with the Art School and ended with a Nursery School of children under three years of age. The number of teachers needed during the Walt Disney exhibit exceeded our usual limit. Mrs. Dorflinger, Mrs. Myers, Mrs. Bates have come to the rescue, and the Junior Council Placement Committee have supplied us with volunteers every morning

and afternoon. These have been of very great assistance.

Statistics have taken a landslide down because there has been no Exhibition that would bring such crowds as those which came to see the Great Masterpieces in 1940. Also, the discontinuance of the elementary art appreciation extension program on the Heights will have some bearing on this; they brought in so many classes -- self-conducted-prepared -- that last June Mrs. Van Loozen was unable to make her statistical graph; that one line would have taken three yards of paper!

In summing up the year's work, I should say that in the face of many changes, the program has kept up to its usual level. However nothing new has been initiated nor have there been any unusual development of work already started. I do not think that important growth can be made until the staff situation is stabilized.

Respectfully submitted,

Katharine Gibson Wicks, Supervisor of
Museum Instruction, Suburban, Private
and Parochial Schools

December, 1941

To: Curator of Education

From: *Mrs. Wicks*
Supervisor of Saturday Morning Visual Arts ClassesSUMMARY OF WORK DONE UNDER CARNEGIE GRANT
AND REPORT ON THE FALL OF 1941

1938-39

In the fall of 1938 the first move was to plan a more simplified program than that carried the year before. The matter of correlation between Musical and Visual Arts was once more discussed and defined. It was clearly put on a voluntary basis; the teachers to work together on joint lessons or projects whenever it seemed the desirable thing to do. Work of this kind has been continuous all through the three years, but always on the initiative of the teachers, not in response to some pre-conceived plan.

It seemed to the teaching staff that the time had come to write a tentative graded syllabus which would serve both as a record and as a guide for future teaching. Each teacher, responsible for two age levels, defined the objectives of her groups and wrote out each week's lesson plans. This included the work in Classes for the Children of Members, the large Free Drawing Classes, the Advanced Class and Mrs. Sill's Experimental Group. Staff Meetings during the year were largely small group meetings for the discussion of problems which the writing of this preparatory material brought up.

1939-40

The next year was devoted, first of all, to re-teaching the lessons written out in the syllabus with the idea of checking objectives and testing the validity of subject matter and procedure. Each of the new lessons was filed together with a drawing and the lesson of the previous year. During the summer, lessons which had proved unsatisfactory or which were repetitive were weeded out. The result is a very workable and flexible file of teaching material.

As a result of continued study, it was found that the syllabus material was full of holes. Mr. Fox was appointed to go over it and organize it. This he

did with the assistance of Mrs. Sills.

Out of this year's work and that which preceded it, two definite things were accomplished: Lessons which would more and more solve the problem of the gallery classes which is the use of Museum material without copying; and, on the other hand, of lessons which would make vital use of Museum material in the Members' Class, studio groups, where there is some danger that such material may be neglected in the interests of techniques and skills.

1940-41

When the syllabus material was finally summed up, the one great hiatus was that relating to any sort of evaluation lesson. It was decided to work on this as a final step in preparing the syllabus. No attempt was made at evolving a scientific experiment, but rather at preparing some gauges for the teacher in determining whether her original objectives had been sound and whether the children had reached the main goals which the teacher had set. Each Teachers worked out a simple problem to be given at the beginning of the year which would embody the main objectives and one to be given at the end of the year which, though different in detail, would embody the same objectives. Each teacher had the benefit of a conference with Mrs. Lark-Horovitz of the Psychological Staff. Each teacher was asked to note any ways in which her objectives differed from those previously stated in the syllabus, this as an additional check on the validity of the syllabus as now set up. The teachers all reported that the effort at evaluating their work had clarified both objectives and methods. The final step in the three-year effort will be the actual writing of the syllabus by Dr. Munro.

1941

This fall, a new plan was set up for the Saturday Morning Classes for Members' Children. Due to the termination of the grant from the Carnegie Corporation, the classes in Music Appreciation for Children were discontinued. However, one was set up for parents on Saturday morning which older students may attend. Miss Doig is in charge of this work.

In the Visual Arts Classes, age levels were combined and two new classes begun which were labelled rather vaguely "Activities". These classes are under the direction of Miss Elizabeth Joki. While her training is basically in music, she has had experience with recreation and playground programs for the city of Cleveland. To her, the younger children are sent for half the morning. They play games, dance and are now interested in simple dramatizations which require little or no costuming and no settings. While Miss Joki is making no systematic efforts toward correlation, still she is bring in what seems easy and natural as a connection between her work and the Museum, stressing color in costume accessories, sheets of cellophane etc., and visiting the Galleries when she finds exhibitions that interest so young a group. The set-up for Members' Classes is as follows:

9:30-10:40 Visual Arts - Miss Hunter - age 6-7

10:40-11:40 Activities - Miss Joki - age 6-7

9:30-10:45 Visual Arts - Mrs. Myers - age 8-9

10:45-11:45 Activities - Miss Joki - age 8-9

* * * * *

9:30-11:50 Visual Arts - Mrs. Wike - age 10-11

9:30-11:50 Visual Arts - Mr. Chamberlin - age 12 and over

This plan is working very well. Miss Hunter as a new teacher is continuing the good work she did in Summer Classes; Mrs. Myers is not only working with the eight and nine year-olds in the morning, but also has both the Cartooning and Costume Classes in the afternoon. Mrs. Wike's class is very large, but so great is her enthusiasm that she refuses to part with any of them. Her N.Y.A. assistant,

Bernard Specht, is excellent material; he is taking Teacher Training at the Art School and is a young person very much worth keeping track of.

One of the most encouraging factors is the growth of the older group of Members' Children; it has never been so large or so interested. This excellent state of affairs is due entirely to Mr. Chamberlin's skillful handling of this difficult age-level.

The Open Classes are running very smoothly under Mrs. VanLoosen's direction. The classes are now preparing a large book of drawings as a Christmas gift to the Holden family. The problem of meaningless copying seems practically solved as the result of the determined efforts and wise planning of this excellent group of teachers.

Meetings were held with Dr. Munro and Mrs. Dunn to reorganize, somewhat, the work of the Advanced Drawing Classes. In the future, more attention will be given to the permanent collections in the Museum, and a new set of requirements for entrance to these classes is being set up. In the past, emphasis has been placed, to a large extent, on finding the child who could draw well. Added to this concern on the students' part for drawing must now be added evidence that he has a wide interest in art, a desire to read books dealing with art, and a willingness to work in the Galleries.

When the requirements for the Advanced Class are completely formulated, the work of other classes will be discussed in relation to it so that the plans for these classes will lead naturally into a broadened program.

Inclosure:

Report of Summer Drawing Classes - Mrs. VanLoosen

To Mrs. Dunn:

Report on Outdoor Sketching Classes, 1941

From Dorothy Van Loozen

The Outdoor Sketching Classes met four mornings a week for five weeks this summer, June 24 through July 25. Advance publicity was extremely good since, in addition to our own mimeographed announcements on green paper, there was an article and photograph on the Young People's Page of the Press (June 19, 1941), and announcements in the News and Plain Dealer. Lois Gilbert Wellman gave a radio talk preceeding the opening day and later (July 5) the Press again used a photograph (showing a class at work) and a brief descriptive article.

Enrollment was much the same as in previous years, but the attendance was unusually even, primarily because the weather was unusually good.

The four teachers and their age levels were:

Tuesday	{	8 - Lois Gilbert Wellman
Thursday	{	9 - Dorothy Van Loozen
	{	10 - Clare Alice Hunter
	{	11 - Price A. Chamberlin
Wed.	{	12 - Clare Alice Hunter
Friday	{	13 - Dorothy Van Loozen
	{	14-15 - Lois Gilbert Wellman
	{	16 & over - Price A. Chamberlin

Miss Hunter, who taught in these classes for the first time, deserves a special recommendation. Last winter she wrote a term report on "The Outdoor Sketching Classes" for the credit course "Use of Museum Materials in teaching", given by Dorothy Van Loozen. This meant that Miss Hunter was

studying and planning for her teaching well in advance, with satisfactory work as a natural conclusion.

Volunteer assistants were lacking this year: those who have formerly been here are now working at regular jobs. However, Richard Dietz, a former Museum student, assisted Mr. Chamberlin with materials and clerical work in a very efficient manner. Rita Roskowitz, a Museum student, attended classes on Wednesday and Friday mornings and assisted on Tuesdays and Thursdays. Usually she helped Gerolamo Guinta, who was in charge of all drawing materials, but occasionally went out-of-doors with Mrs. Wellman's youngest class. Miss Sara Chapman, from Olmstead Falls, brought in a group of children each morning and then observed the classes while the children drew. Later, she plans to teach a Sketching Class in Olmstead Falls so perhaps her observations may be of benefit there. However, from the standpoint of the Museum teachers, the arrangement was not satisfactory.

An exhibition of the summer's work will be made up later. For the present this is delayed because our exhibition mounts with many drawings of last year are still on display at the Boston Museum of Fine Arts. We must wait either until these same mounts are available, or until new ones are made. When the exhibition is assembled there is one new idea that can be carried out. Among the photographs of the classes taken by Mr. and Mrs. Godfrey are two pictures showing three children in each, with a good view of the Museum as well as drawings of the Museum made by these children. The six drawings have been retained and will make an interesting exhibition panel when used in connection with the photographs.

A portfolio of drawings and photographs will also be made up to be presented to the Holden family at Christmas.

Respectfully submitted,

Dorothy Van Loozen, In Charge of
Summer Outdoor Sketching Classes

FREE OUTDOOR SKETCHING CLASSES
1941

Tuesday, June 24	4 -	97	
Wednesday, June 25	4 -	90	
Thursday, June 26	4 -	99	
Friday, June 27	4 -	<u>81</u>	16 - 367
Tuesday, July 1	4 -	80	
Wednesday, July 2	4 -	81	
Thursday, July 3	4 -	<u>75</u>	12 - 286
Tuesday, July 8	4 -	76	
Wednesday, July 9	4 -	96	
Thursday, July 10	4 -	68	
Friday, July 11	4 -	<u>95</u>	16 - 335
Tuesday, July 15	4 -	68	
Wednesday, July 16	4 -	86	
Thursday, July 17	4 -	63	
Friday, July 18	4 -	<u>74</u>	16 - 291
Tuesday, July 22	4 -	56	
Wednesday, July 23	4 -	73	
Thursday, July 24	4 -	61	
Friday, July 25	4 -	<u>69</u>	16 - 259
Total for five weeks.....			76 - 1488

To: Curator of Education

From: Supervisor of Museum Instruction, Cleveland Public Schools

Mrs. Hinton

Subject: Annual Report, 1941

GENERAL
STATEMENT

During the months, January to September, activities moved steadily but with no new feature introduced. In October, the Cleveland Public School Exhibit motivated an unusual increase in Museum visiting, as reported below.

Adult groups (included every person administratively connected with the schools)	6	186
Elementary classes	132	2371
Junior High classes	49	1907
Senior High classes	<u>50</u>	<u>1973</u>
	237	7037

The average number of groups - 11.8% per day for 20 days.

This schedule was too heavy and, I believe, unwarranted. However, it was made tolerable by Mrs. Wicks' considerate scheduling of all suburban schools away from the galleries most crowded by Cleveland classes. Several elementary principles lent teachers and Mr. Howell's assistants joined the three Museum teachers in conducting classes. I question the worth of such a crowded month and suggest that future stress be relieved by:

- a) Longer showing than one month, and no Monday schedules
- b) That such exhibits be hung in galleries opposite the South door (VIII and IX) to facilitate moving groups.
- c) That schools be limited to units of 40 or 50 rather than entire schools scheduled at a time.

Radio Activity

Elementary art lessons (omitted last year) resumed with the same sets of slides, but each script re-written in the interest of more pupil dialogue, literature and music. Reports from schools indicate the lessons

were well received. In all radio conferences, two trends of thought have been evident: the first, that radio lessons in any subject must be made "entertaining"; the second, that radio lessons should be good teaching directed somewhat as a demonstration lesson to aid teachers as well as provide pupil interest. I have held strongly to the second trend of thought concerning the real service of radio, and after one experiment, have decided against any gadget which tends to commercialize the lesson.

Secondary School Radio is undergoing changes and guidance by radio committees to determine whether each teacher shall make her own interpretation of the radio teachers script or use recorded lessons. There is also consideration of change of subject as now assigned to grades, i.e. at times high school teachers would like to use the slides and subject matter assigned to junior high schools and vice versa.

ELEMENTARY

We no longer assign the class room a session each week for major work up to but schedule them according to the requests of their art teacher, Miss Champney. All requests for elementary schedules are made self-conducted if possible with emphasis upon use of our revised questionnaires, this frees my time for conference with elementary art teachers newly appointed or carrying assignments different from last year.

The Museum's Association meeting, two P.E.A. meetings and a quota of committee meetings have been on the year's program. I am helping Miss Wolf prepare the material on Elementary Radio requested.

JUNIOR HIGH

Mrs. Bullis, taking over Junior High work in September, had short opportunity for acquaintance with her field before the October exhibit required all her time in the Museum. Her help here during that month was of utmost service to the elementary field, her own junior classes and the personnel of Junior High faculties. Since October, she has been surveying her field carefully and critically to learn the particular needs of 29

schools which she will serve. Both principals and teachers have accepted her services with every possible cooperation. They welcome the experience and understanding which she brings to diversified class room problems and, above all, her great enthusiasm for the work she has taken up. There is evidence that two schools which have been rather indifferent to the Museum will respond to her initiative.

As quickly as decisions are made concerning junior high radio, Mrs. Bullis will be asked to complete the ninth grade series of lessons.

HIGH SCHOOL

Mr. Jeffery's program is well-organized on the basis of work with social studies, home economics, etc., requiring about 50% of his services. He continues definite plans with the Distributive Education groups in which students are in school part time and working part time. These groups visit the Museum of background material on textiles and interior decoration. Home economic classes related the Museum's housing exhibit to visits at Cedar Central Housing Project.

There has been close cooperation with the faculty of John Adams High School chosen to be a recipient of more service under the General Education Board Grant. Mr. Jeffery's additional service to Mrs. Wellman's regular work in this school has covered art and almost all other departments, particularly home economics and social studies.

There is continued use of questionnaires in connection with world history classes, and this use is effective. Classroom teachers are encouraging students to use regularly, these sheets on various units of work. This particularly acceptable to curriculum centers of history and the more distant schools. Mr. Jeffery attended the Western Arts Associations Convention in Chicago in March, 1941, as co-chairman of the Visual Aides Division. He is planning to participate in the work of this same committee in Kansas City in 1942.

Respectfully submitted,

Ann V. Horton, Supervisor
Museum Instruction

To: Curator of Education
From: Supervisor of Motion Picture Activities
Subject: Annual Report for 1941

(Mr. Fox)

This is the third annual report on motion picture activities since you have placed me in charge of this phase of the Museum's work. Herewith I submit a detailed account of programs, showings, and attendances. I have also added a list of the films offered in connection with our various film activities, each title being listed according to the type of program -- Friday Evening Program, Saturday Programs, etc.

The total attendance for programs involving motion pictures in one way or another (including always the showing of ~~the~~ film) is 21,046. This is the largest attendance as yet reported in these annual reports. To some extent this increased attendance is due to the numerous showings to school children of the film "Excerpts from Disney"; however, this large source of attendance was paralleled by an almost equally large attendance in the galleries in 1939 to see the film "How Motion Pictures Move and Talk". I am making comparisons with 1939 because in that year our film attendances already seemed at a peak. A study of the figures produced by the various programs in the year 1941 demonstrates that our attendance for motion pictures is on the increase.

We have used 16 mm films entirely. This results in a considerable savings when compared with the rental and express charges involved in the showing of 35 mm films, as was our former practice. In some cases, the film quality is not quite as good as it would be in 35 mm, but on the whole the films have been satisfactory in this respect.

Amongst the programs which I have in mind for the future are:

- 1: A cycle of films selected in the first place because of their original musical scores. In almost all cases, it happens that the pictures themselves, are excellent. Composers might include: Prokofieff, Douglas Moore, Virgil Thompson, Aaron Copeland,

George Milhand, Paul Hindemith, etc. This cycle would be worked out in conjunction with Mr. Quimby.

2. A cycle of outstanding films of various national origins (limited of course to nations still in the good graces of the United States.) This might include such pictures as "Janosik" (Czechoslovakian), "Alexander Nevsky" (Russian), a Chinese film, an English film, a Latin-American film, and so on.

A further suggestion: (repeated from the reports of 1939 and 1940)

1. "It would seem desirable to come to some definite decision about the extent to which the Museum wishes to enter into the motion picture field and to co-operate with schools and other agencies which have suggested such cooperation. If sufficient time were given to such activities, a grand work could be done, and a real service instituted. Museums have paid too little attention to this form of pictorial art, with the result that English departments have taken over the motion pictures. Thus museums lose a valuable means for stimulating art and pictorial appreciation."

2. "A collection of stills, literature, and other material pertinent to the study of the motion picture, should be made available in the library. Films, when offered to the Museum, should, if they turn out to be of any value, be accepted and filed in a film vault in one of the down-town exchanges. The cost per year is nominal. In the future history of this Museum such a collection may very well be of untold value. "

Respectfully submitted,

Milton S. Fox, Supervisor
Motion Picture Activity

THE CLEVELAND MUSEUM OF ART
Summary of Programs
1941

	Total No. of Programs	Total No. of Showings	Total Attendance
Friday Programs	10	21	4096
Saturday Programs	11	11	3061
Sunday Programs	9	22	6994
Daily Programs	4	43	6460
Special Programs	3	3	400
Film Class Programs	6	6	35
TOTAL for year 1941	42	105	21,046

Herewith is a list of film programs and other programs involving the use of films during the year 1941. The material given includes dates, titles, of programs, names of films, size, sound or silent, and attendance.

This information is arranged as follows:

Page 5	Friday Film Programs
Page 6	Saturday Films for Children
Page 7	Sunday Afternoon Programs
Page 8	Daily programs (including Saturday mornings)
Page 10	Lectures and Entertainments Supplemented by Films
Page 11	Film Class
Page 12	Special Showings

(Note on page 10. This page lists material already contained on other pages according to the day of the week. However, I thought it might be useful to list in one place those programs which were not specifically film or lecture, but a combination of both.)

THE CLEVELAND MUSEUM OF ART

Motion Pictures 1941

Friday Film Programs

Date	Name of Film	Size	Sound or Silent	Attendance
Jan. 31	Beauty in Desert Wonderlands, by John Claire Monteith	16 mm (color)	Silent	340
Mar. 7	Glorious Guatemala, by Branson de Cou	16 mm (color)	Silent	519
Mar. 14	Program of Films Produced in Cleveland	16 mm (color)	Silent	95
Mar. 28	The Lure of New England, by Martin Bovey	16 mm (color)	Silent	397
Oct. 10	Program of Early Chaplin Films	16 mm	Silent	(2:00) 28 (6:00) 120 (8:00) 477
Oct. 17	The Italian Straw Hat	16 mm	Silent	(2:00) 41 (4:00) 131 (8:00) 410
Oct. 24	Million Dollar Legs	16 mm	Sound	(6:00) 157 (8:00) 362
Oct. 31	Movie Crazy	16 mm	Sound	(2:00) 30 (6:00) 84 (8:00) 218
Nov. 7	The General	16 mm	Silent	(2:00) 17 (6:00) 82 (8:00) 238
Dec. 12	Pearls of the Crown	16 mm	Sound	(2:00) 32 (6:00) 88 (8:00) 240

THE CLEVELAND MUSEUM OF ART

Motion Pictures 1941

Saturday Films for Children

Date	Name of Film	Size	Sound or Silent	Attendance
Jan. 11	Robin Hood	16 mm	Silent	484
Feb. 1	Children of the Sun, by John Claire Monteth	16 mm (color)	Silent	186
Feb. 22	The Edge of the World	16 mm	Sound	177
Mar. 1	Music of the Masters	16 mm	Sound	251
Mar. 8	Glorious Guatemala, by Branson de Cou	16 mm (color)	Silent	145
Mar. 15	If You Were a New Zealander, By Carter B. Storr	16 mm	Silent	126
May 3	King of the Sierras	16 mm	Sound	170
Oct. 11	Program of Early Charlie Chaplin Films	16 mm	Silent	365
Nov. 8	The General	16 mm	Silent	231
Nov. 22	Program of Walt Disney Films Symphony in F	16 mm (color) 16 mm (color)	Silent Sound	388
Dec. 6	Program of Walt Disney Films	16 mm (color)	Sound	388

THE CLEVELAND MUSEUM OF ART
Motion Pictures
1941
Sunday Afternoon Programs

Date	Name of film	Size	Sound or Silent	Attendance
Jan. 5	A New Frontier, by John Flory	16 mm 35 mm	Silent	175
Feb. 2	Alps of America, by John Claire Monteth	16 mm (color)	Silent	455
Mar. 2	Music of the Masters	16 mm	Sound	401
Mar. 9	Glorious Guatemala, by Bronson de Cou	16 mm (color)	Silent	(2:00) 434 (4:00) 519
Mar. 10	Flickers from Yesterday's Screen	16 mm	Silent	406
Oct. 19	Song of a City, by John Flory	16 mm (color)	Sound	341
Nov. 2	Housing in Cleveland, by Ernest J. Behn	16 mm	Silent	86
Nov. 16	Disney Excerpts	16 mm (color)	Silent	(3:00) 452 (5:15) 441
Nov. 23	Disney Excerpts	16 mm (color)	Silent	(3:00) 301 (5:15) 271
Nov. 28	The Art of Walt Disney, by Milton S. Fox	16 mm (color)	Silent	(3:45) 167
Nov. 30	Disney Excerpts	16 mm (color)	Silent	(3:00) 316 329
Dec. 7	Disney Excerpts	16 mm (color)	Silent	(3:00) 301
Dec. 14	Disney Excerpts	16 mm (color)	Silent	(3:00) 275* (5:15) 275*
Dec. 28	Disney Excerpts	16 mm (color)	Silent	(3:00) 275* (3:45) 275* (5:15) 275*

*estimates

THE CLEVELAND MUSEUM OF ART

Motion Pictures

1941

Daily Programs (including Saturday Mornings)

Date	Name of Film	Size	Sound or Silent	Attendance
Mar. 8	Burma, by Branson de Cou (Staff)	16 mm	Sound	65
Oct. 20	Song of a City, by John Flory (Staff)	16 mm (color)	Sound	25
Nov. 10	Disney Excerpts, for Reception	16 mm (color)	Silent	(5:00) 138 (6:00) 143
Nov. 11	Disney Excerpts	16 mm (color)	Silent	(10:00) 199 (2:00) 221
Nov. 12	Disney Excerpts	16 mm (color)	Silent	(10:00) 142 (2:00) 147
Nov. 13	Disney Excerpts	16 mm (color)	Silent	(10:00) 159 (2:00) 224
Nov. 14	Disney Excerpts	16 mm (color)	Silent	(10:00) 203 (2:00) 214
Nov. 15	Disney Excerpts	16 mm (color)	Silent	(10:40) 194
Nov. 18	Disney Excerpts	16 mm (color)	Silent	(10:00) 163 (2:00) 153
Nov. 19	Disney Excerpts	16 mm (color)	Silent	(10:00) 242 (2:00) 84
Nov. 22	Disney Excerpts	16 mm (color)	Silent	(9:35) 294
Nov. 22	Symphony in F	16 mm (color)	Sound	(11:30) 353
Nov. 24	Disney Excerpts (Staff)	16 mm	Silent	(11:30) 10

(Cont'd on Next Page)

Daily Programs (cont'd)

Nov. 25	Disney Excerpts	16 mm (color)	Silent	(10:00) (2:00)	232 388
Nov. 26	Disney Excerpts	16 mm (color)	Silent	(10:00) (2:00) (8:00)	94 101 10
Nov. 27	Disney Excerpts	16 mm (color)	Silent	(10:00) (2:00)	126 232
Nov. 28	Disney Excerpts	16 mm (color)	Silent	(10:00) (2:00)	91 113
Dec. 2	Disney Excerpts	16 mm (color)	Silent	(10:00) (8:00)	160 203
Dec. 3	Disney Excerpts	16 mm (color)	Silent	(10:00) (4:00)	330 62
Dec. 4	Disney Excerpts	16 mm (color)	Silent	(2:30)	62
Dec. 5	Disney Excerpts	16 mm (color)	Silent	(10:00) (2:00)	135 196
Dec. 10	Disney Excerpts	16 mm (color)	Silent	(10:00) (2:00) (4:00) (4:30)	72 124 117 90
Dec. 11	Disney Excerpts	16 mm (color)	Silent	(2:00)	66
Dec. 31	Disney Excerpts	16 mm (color)	Silent	(2:00)	100*

* estimate

THE CLEVELAND MUSEUM OF ART

Motion Pictures

1941

Lectures and Entertainments Supplemented by Films

Date	Name of Film and Lecturer	Size	Sound or Silent	Attendance
Jan. 5	A New Frontier, By John Flory	16 mm 35 mm	Silent	175
Jan. 31	Beauty in Desert Wonderlands, by John Claire Montelith	16 mm (color)	Silent	340
Feb. 1	Children of the Sun, by John Claire Montelith	16 mm (color)	Silent	186
Feb. 3	Alps of America, by John Claire Montelith	16 mm (color)	Silent	455
March 7	Glorious Guatemala, by Branson de Cou	16 mm (color)	Silent	519
Mar. 8	Glorious Guatemala, by Branson de Cou	16 mm (color)	Silent	145
Mar. 15	If You Were a New Zealander, Carter B. Storr	16 mm	Silent	126
Mar. 9	Glorious Guatemala, by Branson de Cou	16 mm (color)	Silent (2:00) (4:00)	434 519
Mar. 28	The Lure of New England, by Martin Bovey	16 mm (color)	Silent	397
Nov. 2	Housing in Cleveland, by Ernest J. Bohn	16 mm (color)	Silent	86
Nov. 23	The Art of Walt Disney, by Milton S. Fox	16 mm (color)	Silent	167

THE CLEVELAND MUSEUM OF ART

Motion Pictures
1941

Film Class

Date	Name	Size	Sound or Silent	Attendance
Oct. 9	Program of Early Charlie Chaplin Films	16 mm	Silent	5
Oct. 16	The Italian Straw Hat	16 mm	Silent	5
Oct. 23	Million Dollar Legs	16 mm	Sound	6
Oct. 30	Morie Crazy	16 mm	Sound	6
Dec. 4	NYA Film	16 mm (color)	Sound	5
Dec. 11	Pearls of the Crown	16 mm	Sound	4

THE CLEVELAND MUSEUM OF ART

Motion Pictures
1941
Special Showings

Date	Name	Size	Sound or Silent	Attendance
Mar. 19	Bombing of Chungking (Foreign Affairs Council)	16 mm	Sound	261
Aug. 29	Floral Art of Japan Les Jardins du Japon	16 mm 16 mm	Sound Sound	59
Dec. 3	Reluctant Dragon (Reels 1 & 2) (Motion Picture Council) Dumbo	35 mm 35 mm	Sound Sound	80

THE CLEVELAND MUSEUM OF ART
Department of Education

Comparative arts program: Music

To: Curator of Education

From: Supervisor of Musical Arts

Subject: Annual Report - Part I - December, 1941

Mrs. Dring

This report is in two parts. Part I is a summary of the Musical Arts Classes of the Comparative Arts Program from January to May, 1941. Part II is a summary of the Saturday Morning Lectures in Music for adults, parents of the children attending Saturday Morning Museum Classes.

PART I

Since 1935 a Comparative Arts Program, that is, combined courses in musical and visual arts, had been available to members' children between six and sixteen years of age. May, 1941, marked the discontinuance of these musical arts classes.

In an effort to discover the most satisfactory type of music program for a comparative arts course, the lessons were planned to include opportunities for composing music, for listening to music and for participating in group activities, such as singing, dancing and various types of rhythmic response to music; supplemented by the use of materials from the field of visual arts. Extended opportunities for composing music were continued during Spring of 1941.

Listening to music and composing music was emphasized. Plans for composing music and for music lessons were carried out in order to discover and analyze musical concepts of children at various levels. The method used was (1) in the nature of a survey of musical concepts of children evident in their ability to express themselves musically, (2) in listing their preferences for phonograph recordings of music and the reasons given for their preferences.

Publication of articles based upon the work of the musical arts classes:

A series of three articles on Creative Music has been accepted for publication by the Journal of Educational Research, the first appearing in the next issue of the journal to be released December fifteenth. The titles are:

Creative Music I -- Music Composed for a Given Text

Creative Music II - Music Composed for a Given Subject

Creative Music III- Music Composed using Given Musical Elements

In preparation - a recommended list of phonograph recordings arranged alphabetically by composers according to preferences of children of different age levels.

It has been our privilege for four years to enjoy supplementary programs furnished by Music and Physical Education Departments of Flora Stone Mather College, Western Reserve University; Instrumental and Folk Dance Classes from Cleveland Public Schools. We have been indebted in particular to the cooperation of Mr. Arthur Quimby, Head of Music Department, and Miss Emily Andrews, Head of Physical Education Department, at Flora Stone Mather College; to Mr. Leon J. Ruddick, Director of Instrumental Music, and Miss Olive Whitworth, Supervisor in the Physical Education Department of the Public Schools.

The final meeting of the year was the customary demonstration showing different types of musical activities for all age groups. It was unrehearsed, simply a short sample lesson taught before parents and friends.

Respectfully submitted,

Dorothea Doig, Supervisor
Musical Arts Classes for
Members' Children

THE CLEVELAND MUSEUM OF ART
Department of Education

Saturday Morning Lectures in Music

To: Curator of Education

From: Lecturer in Music

Subject: Annual Report - Part II, December, 1941

DESCRIPTION
OF CLASS

A newly organized program in music has been offered this year for the first time. The course is a survey of music from primitive times to the present day. The approach is four-fold, namely, characteristic developments by periods, in the specific instrumental or choral fields, mood and form. Each lecture is a unit in itself, but successive lessons are planned to give an historical survey of developments in music.

The regular lectures are supplemented by contributions by Mrs. Viola Wike, a member of the Visual Arts Staff, and demonstrations by members of Instrumental Music Classes from Public Schools. Since October, 1941 the following supplementary programs have been presented:

Combined Musical and Visual Art

Primitive Music and Art

Music and Art Appropriate for Christmas Season

}
} assisted by
} Mrs. Viola Wike

Instrumental Demonstrations

Instruments of the String Family of the Orchestra - Pupils from
classes at Glenville High School.

Instruments of the Brass Group of the Orchestra - Pupils from
classes at East Technical High School.

Respectfully submitted,

Dorothea Doig, Lecturer in Music

(7)

The Cleveland Museum of art
December 18, 1941

To: Curator of Education
From: Division of Circulating Exhibits
Subject: Annual Report, 1941

Mrs Ruggles

	<u>1940</u>	<u>1941</u>
Exhibits placed, in cases	920	895
Special gallery exhibits, Shaker & John Adams	6	18
Objects lent for class room use	3202	4567
Framed paintings and prints	209	120
Mounted posters	677	185
Cleveland Heights, special sets	76	35

Material from this division was exhibited in schools, libraries and other institutions in Cuyahoga County as indicated on accompanying map. A few new places were taken on this year. The total number of exhibits, when statistics are complete, will be about the same as last year, which means, unfortunately, less frequent service to all, owing to limitations of material and help. Schools which a few years ago received eight exhibits a year have had but five or six. The exhibits remain out in the buildings, however, since collecting them would take almost as much time and fully as much mileage as installing new ones. Though borrowers are deeply appreciative of our service they do regret this slowing down, as I do.

Work with secondary schools under grant from the General Education Board has been of major importance. Mrs. Wellman carries the burden of this work, selecting and delivering illustrative material and planning and arranging for exhibits in cases and corridors. Actual installation of most exhibits has been done by Mr. Alvarez. Hanging of corridor and gallery exhibits is time consuming but it has not been possible to have it done entirely by the school, though we have had some student help.

A detailed report of work under the Grant during the school year, 1940-41, occupied most of Mrs. Wellman's available time during the summer. In addition,

she prepared a most effective exhibit "Geometry in Architecture and Art", consisting of eleven panels of black masquite on which were mounted small geometric forms of wood (cube, hemisphere, sphere, etc.) and photographs of buildings showing these forms, and eighteen panels of heavy card board with half-tone illustrations showing use of curved, parallel, straight lines, etc., in architecture and modern design. Several panels showed use of curves, triangles, etc., in composition of paintings. This exhibit, planned especially for the mathematics departments has proved to be of general interest.

Mrs. Wellman and I, with Mr. Munro, attended a conference of representatives of the museums working under the Grant, at Chicago for two days in late October, to discuss current work and plans for a final report.

Mrs. Wellman's report on work under the grant is submitted herewith.

A greater number of objects were lent for class room use than ever before, both to staff and others. This total, as reported, includes only material from lending collection.

Use of special sets of illustrative material sent out to Cleveland Heights for circulation weekly was discontinued at beginning of Autumn semester by the decision of Mrs. Wicks and Miss Seranton. An effort is made to place exhibits in the cases in the buildings which formerly had this service, to meet special needs.

At the request of The Boston Museum of Fine Arts, an exhibit was prepared to illustrate the educational work of this museum. On fourteen 30" x 40" framed panels of cellox, photographs and original drawings were mounted, showing educational activities within the museum and museum influence on school work. Two additional panels of lettering gave statistics and information. Five portfolios of photographs and drawings were prepared to accompany the panels, and a group of objects exemplifying fine modern craft work, from the lending collection, were planned and sent for use in a case.

This exhibit was shown in the Boston Museum during the summer with similar exhibits from some twenty-five other museums. It was shown in our Educational Corridor during October and November. Preparation of this exhibit occupied two full weeks of all members of this division.

An exhibit of eleven panels of pictures in color of "Ships from Ancient Egypt to Modern Times" was prepared for use in schools. It was first shown in the Junior Museum together with ship models lent by Charles Maple, and Jane Webb and the three models belonging to the Museum, during October and November.

The theatre models acquired through Grant #2 were placed on exhibition in Gallery VIII November 5. Some time and assistance in preparing this exhibit were given by Joseph Alvarez and myself.

This division has had less help this year than last, as Wesley Sagner resigned at the beginning of the year to take a teaching position at Shaker High and was not replaced. For occasional jobs needing two men, such as hanging exhibitions at the Shaker Schools and John Adams, we have hired a man from the Museum superintendent's department for a half day to help Mr. Alvarez. (Paid out of Grant #2) As we are in the nature of a service department numerous odd jobs of mounting, matting, lettering, etc., come our way, aside from regular preparation of exhibits.

Mrs. Charlotte Bates has given valuable help, on a volunteer basis. She has taken the entire responsibility for exhibits to Euclid's six schools.

The division has been assigned two H.Y.A. students from the Cleveland School of Art throughout the school year. They are of very great help and the service would be seriously missed if discontinued.

One can not say too much in praise of Mrs. Wellman and Mr. Alvarez for reliability, capability, judgment and evenness of disposition. Mrs. Wellman's knowledge of her subject, and her pleasing personality has been an important factor in the success of her work under the Grant. Joseph, as has been said many times before, does so

many things well and quietly it is easy to take such service for granted. More and more do all of us go to him for information and help.

Respectfully submitted,

Ruth F. Ruggles, Supervisor
Circulating Exhibits

Paintings from the Mary A. Warner and Lending Collections were lent to:

Carnegie West Branch Library
E. 79 Branch Library
Friendly Inn Branch Library

Lorain Branch Library
Union Branch Library

Alta Social Settlement
Council Educational Alliance - Kinsmen House
Council Educational Alliance - E 105 Branch
East End Neighborhood House
Goodrich House
Hiram House

Central Y.M.C.A.
University Branch Y.M.C.A.
Penn College
Central Y.W.C.A.
West Side Y.W.C.A.

Adelbert College
Mather College
Music House
Thwing House

Case School

Shaker Heights High School
John Adams High School
John Ray High School

Framed prints were lent to:

Association for the Crippled and Disabled
Carol Nursery School
Collinwood Social Center
Barnet House
Council Educational Alliance
The Faculty Club
Fleet Branch Library
West Side Y.W.C.A.
W.R.U. School of Nursing

As both the paintings and the prints remain at one place for some time and are counted but once, the total figure is not a true measure of the use of the pictures.

EXHIBITS IN THE JUNIOR MUSEUM 1941

January	Musical Instruments from the Charles G. King Collection and Medieval Music Manuscripts from Educational Collection
February - March	Arts and Crafts of Mexico
April - June	Pottery and Pottery Making
July - September	Dolls from the Betsy Calfee and Educational Collections
October - November	Ship Models and Ship Pictures
December	Christmas in the Junior Museum

EXHIBIT IN GROUND FLOOR CORRIDOR

October - November	Educational Work of the Cleveland Museum of Art (Exhibit prepared for Boston Museum of Fine Arts)
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EXHIBIT IN FOYER

October	Case of Ceramic Figures by Ohio Art Program, W.P.A.
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GIFTS TO EDUCATIONAL DEPARTMENT 1941

Brassington, Emma	1 Mexican embroidery, modern 1 velvet, 19th c. American or European
Egeler, Sadie	10 costume dolls
Fairmount Jr. High School Forbes, Mary L.	1 sampler made by students 1 piece tapa cloth, Samoan 1 doll dress American, 1885 12 misc. items of basketry, South Sea Island
Free, Mrs. Frederick Horton, Ann V. McBride, Lucia	5 toys, American, about 1880 1 mezzotint "Night" by the Artist 3 wood carvings, modern Russian 5 pottery figures, modern Pueblo Indian 2 gourd rattles, modern N. American Indian 1 bronze rabbit by Putnam 1 ceramic figure by Edris Eckhardt 2 Japanese wood block prints, modern 3 color reproductions of modern paintings
Munro, Dr. Thomas	1 set toys dishes, American about 1 Japanese NO mask 1 pierced tin lantern, American, early 19th c 1 hatchet, American, early 19th c. 1 spindle, modern Greek
Roxboro Jr. High School Ruggles, Mrs. E. A.	10 block prints by students 2 pottery bowls, modern Finnish 1 pottery bowl, American (Bennington) 19th century 1 lamp, American, early 19th century 1 basket, N. American Indian 5 miscellaneous textiles 1 page manuscript, French 15th century
Treedway, Mrs. Lyman Sr.	2 textiles, modern Guatemalan 1 basket, modern Guatemalan 1 piece leather, modern Guatemalan 5 figures, modern Guatemalan and Honduran
Ward, Lucy	175 pieces textiles, modern
Wissman, Mrs. Charles	5 wood carvings, 2 piece glass, 1 piece lacquer, 3 pieces jewelry, metal silhouette, Chinese 7 pieces wood carving, Japanese 2 silver boxes, 1 ivory box, 1 Indian

December 10, 1941

To: Curator of Education

From: Marguerite Munger

Subject: Annual Report for 1941, on work with clubs and other groups

I - CLUB WORK: (club talks, gallery talks, courses, conventions, decent calls, conferences)

1941	attendance	groups	1940	attendance	groups
Jan.	197	15		296	21
Feb.	269	14		1471	44
Mar.	413	20		824	28
Apr.	167	12		293	12
May	657	32		552	26
June	175	12		90	9
July	9	3		182	9
Aug. (vac.)	41	2	(vac.)	27	7
Sept.	52	6		28	2
Oct.	315	17		535	24
Nov.	146	10		329	19
Dec. thru 10	33	1		59	3
	<u>2479</u>	<u>144</u>		<u>4553</u>	<u>206</u>
		Av. 17			Av. 22

Only 4 months show an increase in attendance over last year, and this is far from being enough to offset the general decrease.

II - Talks outside of the Museum: (included in I)

Feb.	at Schauffler College	40	
	at Edwin-Wallace College	45	
Mar.	at College Club	125	\$10
	at Garfield Heights PTA	50	5
Nov.	at Phillis Wheatley House	30	
	5 talks	<u>290</u>	<u>\$15</u>

III - Gallery Talks: (included in I)

Sunday Gallery Talks:

Jan.	English Painting	41
Feb.	Exh. Parmelee Bequest	46
Mar.	Contemp. American Ptg.	44
Apr.	Italian Painting	35
May	May Show Oils	<u>120</u>

5 talks

286

1940 4 talks - 263 attendance

IV - Courses: (included in I)

1. Great Periods in European Art (contd. from fall of 1940):

Jan. 8 talks 69 (met in 2 sections each Wed.)

2. Museum Saturday Mornings: Great European Cities, & Special Exhibitions:

Jan.	Exh. Sculpture	15
Feb.	Great European Cities	17
	Exh. Parmelee Bequest	21
	Great European Cities	15
	Great European Cities	9
Mar.	Great European Cities	15
	Great European Cities	7
	Great European Cities	11
	Great European Cities	9
	Great European Cities	11
Apr.	Great European Cities	7
	Great European Cities	9

Courses (contd.)

Oct. Exh. Cleve. Pub. Schools	38	
Nov. Exh. Walt Disney	19	
14 talks	205	
3. Ophello Club: Great European Cities, and Great American Cities, and Exh.s		
Jan. 14 Great European Cities	18	
28 Great European Cities	20	
Feb. 25 Great European Cities	15	
Mar. 11 Great European Cities	12	
25 Great European Cities	21	
Apr. 8 Great European Cities	20	
22 Great European Cities	17	
May 15 May Show	35	\$10 gift
Sept. 23 25th Anniversary Exh.	22	
Oct. 14 Great American Cities	20	
28 Great American Cities	16	
Nov. 11 Great American Cities	15	
25 Great American Cities	15	
Dec. 9 Great American Cities	38	(Guest Day)
14 meetings	284	
4. Art in Asia, Mather College class, for Mrs. Fairbanks:		
Sept. 28	5	
30	6	
Oct. 2	2	
7	5	
9	6	
21	4	
23	5	
7 meetings	33	
(Mrs. Van Loosen gave the 2 talks on Textiles; Mrs. Fairbanks was back to take the class of Oct. 28.)		
5. Course in American Art, offered in fall of 1941, did not get sufficient registration, and was therefore cancelled. It is very easy, and probably true, to say that Red Cross work, War Relief and other similar activities are keeping people away from the Museum, but on the other hand the courses which had the most publicity pulled fairly well. Isn't there some way in which we can get additional publicity for all our courses?		
Total:	53 talks	589 attendance
	1940	45 talks 656 attendance

V.- Talks on Special Exhibitions: (included in I)

Parmeles Bequest:

Museum Saturday Mornings	1	21
Sunday Gallery Talk	1	46
Other group	1	9
3 talks		75
May Show:		
Sunday Gallery Talk	1	120
Other groups	27	478
28 talks		598
25th Anniv. Exh.: Ophello Club	1	22
Work of Cleve. Pub. Schools:		
Museum Saturday Mornings	1	33
Walt Disney:		
Museum Saturday Mornings	1	19
Other group	1	15
2		34

Talks on Special Exhibitions (contd.)

Total 35 talks 767 attendance

VI - Docent Calls: (included in I)

Feb.	2 groups	2 attendance	no chg.
June	2 groups	4	no chg.
Sept.	2	4	no chg.
	<u>6</u>	<u>10</u>	

The usual charge was either cancelled by the Director or by someone else in authority, or was collected by the Superintendent's Department. In the latter case I don't know whether it was credited to the Admission or to Educational, Docent Service.

VII - Conferences: (included in I)

Jan.	1 group	1 attendance	$\frac{1}{2}$ hr.
Feb.	1	5	$\frac{1}{2}$
Mar.	5	6	$\frac{3}{4}$
Apr.	1	1	$\frac{1}{2}$
May	0	0	
June	2	4	$1\frac{1}{2}$
July	2	2	1
Aug.	1	1	1
Sept.	0	0	
Oct.	0	0	
Nov.	0	0	
Dec.	0	0	
	<u>13 group</u>	<u>20 attend.</u>	<u>$8\frac{1}{2}$ hrs.</u>

VIII - Conventions: (included in I)

8 groups 309 (Large groups were divided among several guides, and this figure represents only my share)

IX. - Radio Broadcasts: None (not due to any refusal on my part)

X - Writing: nothing of importance - did Summary of Work with Adults, for Mrs. Wicks.

XI - Cash Receipts:

Mar.	2 talks outside	175 attend.	\$15
May	Ophello Club Gift		<u>10</u>
			<u>\$25</u>

XII - Miscellaneous: (not included in I)

I attended 2 meetings of Adult Education Association, as Museum representative. Judge George B. Harris presided.

Mar. 27 at Cleveland Public Library - Reorganization meeting

May 1 at Central YMCA - Discussion centered entirely on training for national defense. Represented were various educational institutions and many defense industries.

Comments and Suggestions:

1. Provide activity in classes, either by demonstrations by craftsmen (this is going to be done in my class in Americal Painting and Crafts in the 2nd semester), or by some activity in which class members participate. Miss Burrous says people are interested in courses in which they "do something."

2. Invite groups to "bring their knitting". Arrange dim lighting so that members can see to knit or sew, but not so bright that slides can not be shown. Thus we should not be competing with war work, but rather co-operating.

Work for the Director:

Jan. 2	6 3/4 hrs.	July 2	4	
3	6	3	2 1/4	
4	4 1/2	7	5 3/4	
10	4 1/2	8	5 1/2	
31	2 3/4	9	2	
	26 1/2	10	6 1/2	
Feb. 19	3	11	4 1/4	
20	3 1/2	14	3	
25	4 1/2	15	3	
26	5 1/2	16	3	
	12	17	5	
Mar. 5	3 3/4	18	3	
12	3 1/2	21	6 3/4	
13	3 3/4	22	6	
14	2 1/2	23	3	
18	2 1/2	24	3	
	16 3/4			66
Apr. 9	3	Aug. 6	3 1/4	
10	2	7	6	
21	4	13	3	
23	2	14	2	
	11	15	7	
May 5	2 1/2	16	3	
6	1 1/2			24 1/4
15	4	Sept.	-	
24	2 1/2	Oct.	-	
27	2 1/2	Nov. 14	2 1/4	
	12	15	2 1/4	
June 12	5 1/2	26	5 3/4	
25	5	27	6	
28	2	28	6	
	12 1/2			22 1/4
		Dec. 2	4	
		3	2	
		5	3 1/2	
		6	2 1/2	
				12
				225 1/4 hrs.

(1940 was 139 1/2 hrs.)

This division of my work shows a decided increase over last year, but still is not quite the amount allotted to the Director.

Respectfully submitted,

Marguerite Munger
Marguerite Munger
Supervisor of Club Activities

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THE CLEVELAND MUSEUM OF ART
Department of Education
Comparative Report of Attendance for the years 1940 and 1941

CHILDREN

Classes for School Children
Under Museum Staff
Self-conducted
Under Public School Staff

Total of School Classes 1212

Classes for Members' Children 466
Classes for Non-Members' Children 521
Advanced Drawing Classes 60

Total of Museum Classes 847
Total Classes for Children 2059

Saturday P.M. Entertainments
Museum Hour for Children
Disney Films for Children
Groups Outside the Museum

Total Child Attendance 5467

Groups 1940 Attendance

593 16414
181 4449
483 13299

Senior 1940 Junior 1941 Mem.

137- 2781 62- 1763 393-10370
61- 1566 27- 819 93- 2064
121- 3291 24- 2539 223- 7469

Groups 1941 Attendance

455 13304
212 5276
430 14163

Senior

73- 233
85- 225
105- 303

34162 213- 8638 184- 5121 703-20403 1097 32743 263- 753

7011 9673 1175

571 5322
295 8242
67 1040

17859 52021

..... 733 14604
..... 1830 47347

31 8603 471

33 8149

3246 3408

99450 108524

556-18840 799-26071 1991-54539 2511 2532

23 6748 79258 94155

567-1867

ADULTS

Adult Classes
Adult Groups
Clubs

Conventions

*Public Lectures
*Sunday P.M. Lectures

Teachers' Meetings
Groups Outside the Museum

Total Adult Attendance 1464

Total Department Attendance 6951

Extension Exhibits
Individual Objects
Framed Paintings and Prints
Posters
Cleveland Helgite Circulating Sets
Special Exhibits

320 3663
203 677
76 1
1

58928 219473

..... 1349 5761

..... 47550 183052

895 4367
120 185
35 18

* Not on M

THE CLEVELAND MUSEUM OF ART

Department of Education

Comparative Report of Attendance for the years 1940 and 1941

(9)

	1940		1941		1941	
	Groups	Attendance	Senior	Junior	Elem.	Attendance
Children	593	16414	137-3781	62-1763	595-10970	455
	181	4449	61-1566	27-819	92-2064	212
Staff	433	13299	121-3291	94-2539	222-7469	430
Classes	1212	34162	219-8628	184-5121	709-20403	1097
Children	466	7011				571
Children's Classes	321	9673				295
	60	1175				67
Classes	847	17359				733
Children	2059	52021				1823
Artists	31	8603				33
Children	31	471				38
Children's Museum	3346	99450	556-18840	789-26371	1931-54529	2511
	3408	108524				2582
Attendance	5467	160545	875-27478	933-31192	2700-74942	4412
	777	15410				804
	134	6068				106
	152	3152				96
	12	808				18
	50	11578				36
	31	9129				36
	14	337				6
Museum	294	12446				247
Attendance	1464	58928				1349
Attendance	6931	219473				5761
Prints	920	3663				895
Reculating Sets	209	677				4367
	76	1				120
	1					185
						35
						18

* Not including lectures on musical subjects.

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THE CLEVELAND MUSEUM OF ART
Department of Education
Annual Report
1941
PUBLICATIONS

Dorothea Doig

Creative Music I: Music composed for a Given Text
Creative Music II: Music Composed for a Given Subject
Creative Music III: Using Given Musical Elements
(in the Journal of Educational Research, starting December 15, 1941)

Milton S. Fox

Clothing and Personal Adornment as Expressions of American Life
Mass Production and Merchandising in Wearing Apparel
The Motion Picture as Art and as Patron of the Arts
Photographs as a Popular Art
Contemporary American Painting
Aims and Methods in Professional Art-School Training
(in Art in American Life and Education, 40th Yearbook of the
National Society for the Study of Education, 1941)

Art Education and the National Emergency
(to be published in the "Bulletin" of the Department of Art
Education, National Education Association, 1941-1942.)

Charles B. Jeffery

The Museum Goes to School
(in Everyday Art, October, 1941)

Betty Lark-Horowitz

On Learning Abilities of Children as Recorded in a Drawing Experiment:
I. Subject Matter
II. Aesthetic and Representational Qualities
(in Journal of Experimental Education, June, 1941)

Comparison of Subjective and Objective Judgments of Children's Drawings
(The Cleveland Museum of Art, 1941)

Leopold Levin

Translation:
Sterzinger, Otto F., Fundamentals of Psychology, Volumes I and II
Muller-Freienfels, R., Psychology of Art, Volumes II and III
" " " Psychology and Sociology of Modern Art

Thomas Munro

Introduction

The Psychological Approach to Art and Art Education

Creative Ability in Art and Its Educational Fostering

Powers of Art Appreciation and Evaluation

The Analysis of Form in Art

(in Art in American Life and Education, 40th Yearbook of the National Society for the Study of Education, 1941)

Knowledge and Control in the Field of Aesthetics.

(in The Journal of Aesthetics, Spring Number, 1941)

Museum Educational Work

(in the Bulletin of The Cleveland Museum of Art, September, 1941)

A Collection of Historic Theatre Models

(in the Bulletin of The Cleveland Museum of Art, November, 1941)

Katherine Gibson Wicks

Nathaniel's Witch, (book for children) Longmans, Green & Company, 1941

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THE CLEVELAND MUSEUM OF ART
Department of Education

Talks by the Staff Outside the Museum
In Cleveland and Vicinity
1941

Mrs. Bates

October-December. 16 Senior High Classes, 2 Junior High Classes at Public and Private Schools.

Mrs. Bullis

September-December. 95 Junior High Classes at Public Schools.

Mr. Chamberlin

January 12. Art in Everyday Things. Radio Talk, 4:00 p.m., with Ann V. Horton.
January-June. 218 Junior High Classes at Public Schools.

Mr. Cheney

January 19. Ways of Enjoying Sculpture. Radio Talk, 4:00 p.m., with Ann V. Horton.

Mrs. Dorflinger

October-December. 1 Junior High Class at Public and Private Schools.

Mrs. Fairbanks

February 14. France, 18th Century. At Institute of Music.
May 9. Flower Arrangement. At Andrews School for Girls.
October 29. Oriental Art. At Laurel.
December 2. Christmas Decorations. At Gates Mills Garden Club.
January-December. 112 Classes at Flora Stone Mather College.

Mr. Fox

January 15. The Art of Motion Pictures. At Women's City Club.
January 27. Technique of the Motion Pictures. At Women's City Club.
January 27. Literature and Motion Pictures. At Monday Afternoon Club.
February 11. Motion Pictures. At Women's City Club.
February 28. English Painting. At Institute of Music.
March 14. Spanish Painting. At Institute of Music.
April 1. Modern Art. At Lakewood Women's Club.
April 8. Modern Art. At Lakewood Women's Club.
April 15. Modern Art. At Lakewood Women's Club.
April 22. Modern Art. At Lakewood Women's Club.
May 11. Modern Art. At Unitarian Church.
November 5. Contemporary and Historic Jewish Art. At Church of Covenant.
November 25. Modern Art. At Pi Omicron National Sorority, Hotel Statler.
November 30. The Art of Walt Disney. Radio Talk, WTAM, 5:30 p.m.
January-December. 76 Classes at The Cleveland School of Art.

Miss Horton

- January 12. Art in Everyday Things. Radio Talk, 4:00 p.m., with Price A. Chamberlin.
January 19. Ways of Enjoying Sculpture. Radio Talk, 4:00 p.m., with Thomas L. Cheney.
May 11. Highlights of the May Show. Radio Talk, WTAM, 3:30 p.m.
October 19. Exhibition of the Fine Arts Division, Cleveland Public Schools. Radio Talk, WTAM, 3:30 p.m.
November 6. Radio Demonstration. At Higbee Lounge, P.T.A.
December 21. Christmas Program. Radio Talk, WTAM, 3:30 p.m., with Cleveland Public School Students.
January-December. 29 Classes, elementary, at Public Schools.

Mr. Jeffery

- January-December. 355 Senior High Classes at Public Schools.

Dr. Kernodle

- October 5. The Theatre Today. Radio Talk, WTAM, 3:30 p.m., with Elizabeth Cole.

Mr. Lee

- January-June. 42 Senior High Classes, 3 Junior High Classes, at Public and Private Schools.

Mr. Milliken

- February 2. Parmelee Request. Radio Talk, WTAM, 4:00 p.m.
February 23. How a Museum Grows. Radio Talk, WTAM, 4:00 p.m.
May 4. The May Show. Radio Talk, WTAM, 3:30 p.m.
July 27. Silver Jubilee. Radio Talk, WTAM, 4:30 p.m.

Mrs. Munger

- February 3. Appreciation of Pictures. At Schauffler College.
March 3. Appreciation of Pictures. At College Club.
March 4. Appreciation of Pictures. At Garfield P.T.A.
November 7. American Houses. At Phyllis Wheatley.
September-October. 7 Classes at Flora Stone Mather College for Mrs. Fairbanks.

Dr. Munro

- June 29. Educational Work. Radio Talk, WTAM, 4:30 p.m., with Mrs. Hornung.
September 22. Miss Hanson's Program. Radio Talk, WHK, 9:45 a.m.

Mrs. Myers

- October-December. 6 Senior High Classes, 8 Junior High Classes, 12 Elementary Classes at Public and Private Schools.

Mr. Seamer

- January. 1 Elementary Class at Public and Private Schools.

Miss Smart

- January 5. The Euclid Avenue of Yesterday. Radio Talk, 4:00 p.m., with I. T. Frary.
March 2. The Art of Edmund Blampied. Radio Talk, WTAM, 4:00 p.m.
January-March. 30 Senior High Classes, 13 Junior High Classes, 116 Elementary Classes at Public and Private Schools.

Mr. Storr

- April 6. Travel Talks: Java. Radio Talk, WTAM, 4:00 p.m.
April. 3 Senior High Classes at Public and Private Schools.

Mrs. Van Loosen

May 18. Judging Needlecraft. At Hotel Cleveland.
September 9. Needlecraft Guild. At Needlecraft Guild Board Meeting, Higbee Co.
October 30. Museum Textiles. At Mrs. Knutsen's, Parkland Drive.
January-December. 102 Senior High Classes, 238 Junior High Classes, 108 Elementary Classes at Public and Private Schools.

Miss Watson

November. 2 Junior High Classes at Public and Private Schools.

Mrs. Wellman

June 19. Summer Classes for Children. Radio Talk, WHK, 1:15 p.m.
January-May. 1 Senior High Class, 38 Elementary Classes at Public and Private Schools.

Mrs. Wicks

March 31. Children's Books. Radio Talk, WBOE, 11:00 a.m.
October 8. Talk on Books. At Women's City Club.
November 13. Books. At Oxford School Library.
November 19. Books. At Norwood Branch Library.
December 16. Christmas Paintings. At Unitarian Church.
January-December. 11 Senior High Classes, 15 Junior High Classes, 342 Elementary Classes at Public and Private Schools.

Mrs. Wike

April 27. Saturday - Children's Day at the Museum. Radio Talk, WTAM, 4:00 p.m., with Howard Reid.
April 28. Modern Trends in Art. At Cleveland Board of Education.
January-December. 34 Junior High Classes, 669 Elementary Classes at Shaker Heights Schools.

THE CLEVELAND MUSEUM OF ART
Department of Education

Talks by the Staff Outside the Museum
Outside the Vicinity of Cleveland
1941

Mr. Fox

- July 1. Art Education in the National Emergency. At Boston.
December 30. Style in Motion Pictures. At Motion Picture Section of the
American Educational Theatre Association, Detroit, Michigan.

Mrs. Lark-Horowitz

- February 24. Some Characteristics of the Drawing and Appreciation of Gifted
Children. At Atlantic City, National Society for the Study of
Education.

Mr. Milliken

- October 18. Tenth Annual Ceramic Show. At Syracuse, New York.
October 28. Which Way America. At Carnegie Institute on Directions in
American Painting.

Mrs. Munger

- February 25. American Homes. At Baldwin Wallace College.

Dr. Munro

- February 22. Introducing the Yearbook. At Atlantic City, National Society
for the Study of Education.
February 24. Recent European Work in the Psychology of Art. At Atlantic City,
National Society for the Study of Education.
April 26. Art Education and the National Emergency. At Los Angeles, Talk to
Annual Dinner Southern California Art Teachers.

Mrs. Van Loosen

- March 7. Avon Research Club. At Elyria, Ohio.

Mrs. Hicks

- March 9. At Author's Breakfast, Indianapolis.

The Cleveland Museum of Art
December 18, 1941

To: Curator of Education

From: Assistant Supervisor of Circulating Exhibits

Subject: Annual Report on Work under the General Education Board Grant #2, 1941

The project under the General Education Board Grant #2 has continued with the Museum's supplying Shaker High and Junior High with visual material in the form of slides, photographs and pictures, objects for classroom use and exhibits. In continuing this project, now in its third and last year, the Museum has made use of its previous findings and is trying to determine not only what visual materials are most often used and needed in secondary school teaching but how this material can be used most effectively. In finding out all this in individual school systems, the major objective is to develop its application on a much broader scale.

During the past year steps were taken to determine how much use was being made of exhibits that had been placed in Shaker High School, whether the exhibit space in use was readily available to students, whether teachers were making use of exhibits with their students and what exhibits interested students most. These results have been taken into consideration in arranging subsequent exhibits, in changing school regulations in regard to students' free time and in using more effective publicity concerning exhibits. (See report, June 1941)

At the beginning of the fall term, plans were made to extend this project to another type of secondary school. John Adams High School, Cleveland, was chosen because of its cosmopolitan nature, its size (three times the size of Shaker High) and because of an eagerness in the school already manifest, in making use of the Museum's facilities.

Work has been carried on under a plan similar to the one followed at Shaker with some exceptions. It was not felt necessary to begin with individual conferences as the groundwork had already been laid at Shaker. The project was presented to the faculty and an exhibit was arranged to show types of visual material available for exhibits and for use in the classroom. Heads of departments came to the Museum for an extensive view of additional material available. A list of such materials that had been compiled for the Shaker teachers the preceding year was also given these teachers.

The Social Room in the school, newly decorated and furnished, was offered to the Museum as exhibit space and for its opening, a faculty tea, an introductory exhibit was installed consisting of a fine oil painting by Keller, four watercolors, photographs and plates on various subjects and four cases of objects relating to crafts and the social studies.

This exhibit remained for some time and was visited by many students. It was followed by an exhibit on Photography, a topic of special interest to the Photograph Club and of general interest to the student body.

As there was some question as to whether the students were seeing the exhibits -- that is, having opportunity to see them -- the third "Geometry in Architecture and Art" was divided, part placed in the front hall of the school and the rest in the lounge.

We have had splendid cooperation from the school in every way. Notices in the school paper, one of the best High School papers in the country, are especially frequent and well written. Cuts from the Museum collection are used as illustrations.

In other ways the project has been carried on in the school as at Shaker with but one exception. As John Adams is a Cleveland School, it has the opportunity of calling upon the Museum High School instructor, Mr. Charles Jeffery, who is available for talks in the High School and for Museum guidance. This project supplements work

that has been carried on there by him. He is called upon to give lectures to various departments in the school. Under this project all additional visual material is supplied to teachers for their own use by the Museum liaison officer.

Respectfully submitted,

Lois G. Wellman, Assistant Supervisor
Circulating Exhibits

VISUAL MATERIAL IN USE UNDER GENERAL EDUCATION BOARD GRANT #2, 1941

NO. OF	SHAKER HIGH	SHAKER JR. HIGH	JOHN ADAMS HIGH	TOTAL
Slides	3153	1736	1254*	6195
Sets of Slides borrowed	55	33	20*	108
Photographs and Pictures	4351	1073	976*	6400
Sets of Photographs and Pictures borrowed	85	45	27*	157
Large framed Color Reproductions	43	40	11*	94
Objects in Classroom	270	108	135*	517
Sets of Objects borrowed	34	17	10*	61
Films			1 (Lent by The Regional Planning Assoc.)	1
Demonstrations		1 (F.A.P. Demon- stration)		1
Exhibits	15 (8 gall. 11 case)	14 (7 corridor 7 case)	3 (2 gallery 1 gallery & corridor)	36
Material remaining at school in constant use or as apparatus	43 objects 318 pictures 4 portfolios of pictures	15 objects		

* This number does not include visual material used by Mr. Jeffery at the school.

PURCHASES FROM GENERAL EDUCATION BOARD GRANT #2 in 1941

Ceramic casting process, 8 pieces, made by Ohio Art Program	5.
Wood carving process 6 pieces, made by Ohio Art Program	4.
Stencil process 13 pieces, made by Ohio Art Program	3.
14 ceramic figures, various artists, by Ohio Art Program	28.
Star map and Wool map	3.75
Pottery pitcher, Roumanian	3.
Three hand-blocked textiles	4.75
Plan-a-room kit	5.
Carved wood rabbit, modern Chinese	1.50
Three modern Hungarian embroideries	4.50
Two modern Russian chip-carved boxes	1.38
Pottery bowl by David Veit, from May Show	5.
Pottery bowl by Carol H. Miller, from May Show	10.
Two plaster casts of Roman Lurea, Metropolitan Museum	32.
Nine stencils by Emy Zweibruck	11.25
Fourteen theatre models by Drama Department, Yale University	2405.
Model room for student manipulation, made at The Cleveland Museum of Art	4.

SHAKER HIGH SCHOOL - GALLERY EXHIBITS 1941

Decorative Maps, Medieval and Modern

Shakespeare: Scenes from his plays and background of his period

Drawings by Old Masters (reproductions)

Drawings by modern draftsmen (originals and reproductions)

Water colors (18 originals) by Cleveland artists

What is Modern Architecture? Exhibit prepared by The Museum of Modern Art

European peasant embroidery - 18 frames of original examples from various countries

Modern textiles

SHAKER HIGH SCHOOL - CASE EXHIBITS 1941

Hand-made lace: processes and original examples

Aegean metal work (reproductions) and original pottery

Original paintings by Walt Disney Studios and process exhibit showing making of
Terry Toon cartoon

Ceramic casting process - casting of a figure

Set prepared for The Cleveland Museum of Art by Ohio Art Program

Wood carving process - Set prepared for The Cleveland Museum of Art by Ohio Art
Program and pictures from "How To Do It" series.

Modern glass: Art and Industrial

Ceramic sculpture, modern

Porcelain figures representing characters from Dickens

Miscellaneous Modern Crafts)

) To accompany exhibit "What is Modern Architecture?"

Modern Interiors)

Water colors - Different aspects of the same landscape, by Keller

SHAKER JUNIOR HIGH SCHOOL - CORRIDOR EXHIBITS 1941

Paintings by Van Gogh (reproductions)

Contemporary American painting (reproductions)

Paintings by Renoir and Cezanne (reproductions)

Geometry in Architecture

Decorative Maps

Sculpture, photographs of (to accompany exhibit of actual figures in case)

Photography: Prize winning photographs from National Newspaper Snapshot Contest,
lent by Eastman Kodak Co.

SHAKER JUNIOR HIGH SCHOOL - CASE EXHIBITS 1941

Marionettes and Shadow figures

Aegean material, gold reproductions and original pottery

Wood carving process and examples of modern carving.

Mexican crafts

Ceramic Sculpture

Simple wood toys as inspiration for toy making in craft shop

JOHN ADAMS HIGH SCHOOL 1941

Introductory exhibit: Oil and watercolor paintings, four cases of miscellaneous objects from "ending Collection, plates, photographs, etc., to illustrate scope of Museum service.

Photography: Prize winning photographs from National Newspaper Snapshot Contest, lent by Eastman Kodak Co.

Geometry in Art and Architecture.

First two exhibits in Lounge, third in lounge and Front Hall of building.